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ABSTRACT

This report begins with a summary of the implications of the Systemic Evaluation project as a whole, and then provides a framework for the commonplaces of schooling, along with an extensive sampler of the ways they can be used for building an information system. The first chapter presents some common conceptions of schooling that have typically guided school improvement efforts but that are insensitive to the dynamics of school charge. These inadequate conceptions include input-output models, school effectiveness models, classroom learning models, and systems theory models. The second chapter accordingly presents an alternative conception that incorporates an ecological view of the dynamics of school change, recognizing the interdependence of circumstances and activities with the way people respond cognitively and affectively to the total setting. It suggests a school-focused inquiry process that is compatible with the concept of systemic evaluation. The third chapter reviews several orientations guiding the use of information systems currently in practice and examines them in light of the role of information in school improvement. Fourth, a systemic evaluation sampler is presented and discussed in terms of a framework for sorting out the content of schooling and procedural issues. The fifth chapter outlines the "humanization" of data, or the ways it can be analyzed, organized, and reported back to people for use at different levels. Appendixes include (1) systemic evaluation questionnaires and data forms, (2) examples of feedback packages, and (3) school district summaries. (TE)

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METHODOLOGY

SYSTEMIC EVALUATION

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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SYSTEMIC EVALUATION

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Table of Contents

Introduction. 1

Common Conceptions of Schooling 9

An Outcome-Free Approach:
Implications for School-Based Inquiry 29

Approaches to Assessment Systems. 45

A Systemic Evaluation Sampler: Content and Procedures. 63

The Humanization of Data:
Analysis and Reporting. 87

References. 105

Appendices: 111

A. Systemic Evaluation Sample
B. Examples of Feedback Packages
C. School District Summaries

INTRODUCTION

This document represents the third in a series of reports, the reasons for which are directly traceable to the mission and work of both the Center for the Study of Evaluation (CSE) and the Laboratory in School and Community Education (LSCE), units of the Graduate School of Education, UCLA.

Over the past three years, the Systemic Evaluation research project of the Program Evaluation unit in CSE's Methodology Program has conceptualized, developed and refined the idea of comprehensive information systems for districts and schools (Sirotnik and Oakes, 1981a; 1982a; Sirotnik, 1982). Coordinated with this effort has been the work over the past four years in the Multilevel Methods for Local School Improvement project (Burstein, 1980; 1983). Both of these research foci have been influenced by past and current CSE work in the Practices and Policy Programs; examples are the studies in (1) evaluation practices (e.g., Lyon, *et al*, 1978), (2) using evaluative findings (e.g., Alkin, *et al*, 1979), (3) linking testing, evaluation and instruction processes (e.g., Bank and Williams, 1980 and 1981), and (4) organizing evaluative practices to serve both educational and political purposes (e.g., Baker, 1981).

The companion line of inquiry at the LSCE builds not only upon the idea of systemic evaluation but upon the appropriate paradigm of school renewal and change that is necessary to implement the process. This work finds its origins in the Institute for Development of Educational Activities and its *Study of Educational Change and School*

Improvement (e.g., Bentzen, 1984 and Goodlad, 1975), the subsequent A Study of Schooling (e.g., Goodlad, Sirotnik and Overman, 1978 and Goodlad, 1983), and past and current work in the LSCE (e.g., Sirotnik and Oakes, 1981b, c and 1983 and Heckman, Oakes and Sirotnik, 1983).

We use the phrase "systemic evaluation" as shorthand for the idea of a comprehensive information system for schools and districts that provides in-depth quantitative and qualitative description of schooling and thereby facilitates dialogue, judgment, decision-making, and action by those concerned with and/or responsible for schooling. The process is essentially formative since it is conceived of as being longitudinal with the usual feedback-revision loops for adapting to the ever-changing circumstances of schooling. The process is also not constrained conceptually nor operationally by the traditional input-output "factory" model of schooling that relies upon achievement outcome criteria.

To be sure, monitoring student achievement progress is a fundamentally important part of the system. But we see these "outcomes" as pieces of a larger system that can easily be "inputs" when the system is viewed interactively and longitudinally. Moreover, it is exceedingly difficult to give any theoretical credibility to simplistic input-output models given (a) the multiplicity of "outcomes" that arises when the full range of school functions are recognized, (b) the multivariate nature of context and process that obtain when a systemic view is taken, and (c) the ambiguity of proper temporal locations of these variables when conceptualizing the process of schooling over time.

Indeed, our systemic view of schooling compels us to think more in terms of what has been called a cultural responsive (Goodlad, 1975) model of the process of schooling. This approach treats schools and their districts and their communities ecologically, recognizing the interdependence of the circumstances and activities of schooling with the ways in which people respond cognitively and affectively in the total setting. This orientation further suggests that the interventionist perspective on bringing about school change is destined for failure--as amply demonstrated over the past two to three decades. (See, for example, the Rand studies by Berman and McLaughlin, 1975). People need to "own" their innovations; they need to be continually involved in the change process over which relevancies, contents, procedures and revisions are determined and acted upon.

How these ideas--the informational content of schooling, the cultural responsive model, and the dynamics of educational change--all come together has been discussed in depth in the previous two deliverables for the Systemic Evaluation project. Suffice it to note here the following implications of this work:

1. Outcome indices have limited value, beyond their immediate descriptive signal, for helping direct an agenda for school improvement.
2. A necessary requisite is relevant information on the circumstances, activities and sentiments associated with the schooling process.

3. The criteria of relevance are based upon the perceived needs of the significant "actors" in the setting (e.g., administrators, teachers, students, parents) and the inherent value systems through which these perceptions are filtered.
4. Information gathering as knowledge production has several crucial and interrelated features:
   a. It is operationalized with a multi-method approach to data collection (e.g., survey questionaire, interview, anecdotal and structured observation, document and archival records).
   b. It is conceptualized and analysed in a multi-level (e.g., individual, class, school, district) perspective.
   c. It embraces multi-inquiry paradigms (e.g, empirical analytic, naturalistic/interpretive and critical-dialectic).
5. Information as knowledge is not an end in itself but is, instead, a catalyst for evaluative discourse and action; systemic evaluation must, therefore, be legitimized as a natural and on going part of the daily work life of those for whom the knowledge is to be relevant.

Again, there is much conceptual work behind these rather cryptic summary statements, and the reader is invited to review the past deliverables referenced above.

In this report we turn our attention more toward the actual contents likely to be useful in a comprehensive information system for schools and districts. This includes both an inventory of the relevant aspects of schooling, categories of information, and potential data sources, and exemplars of the actual survey items, interview questions, observation protocols, archival records, and so forth that might operationalize the system.

The reader taking seriously our foregoing summary of past work may find this purpose for our present work contradictory. Have we not, after all, argued that knowledge of a setting must be generated by and for the people in the setting? We have, and will continue to so argue. Schools and districts can be seen to be unique cultures within themselves that attach meanings to structures, events and feelings in their setting that are not readily generalizeable across settings.

However, one need not invent the wheel in order to select an automobile that meets one's particular transportation needs. Notwithstanding the cultural uniqueness of schools, there exist clear commonalities that cut across schools and that inevitably surface as school people begin to take stock of their circumstances, activities and sentiments. For example, in the comprehensive A Study of Schooling, Goodlad (1983) identifies one, non-exhaustive list of schooling commonplaces: teaching practices, content (subject matter), instructional materials, physical environment, activities, human resources, evaluation, time, organization, communication, decision- making, leadership, goals, issues and problems, implicit ("hidden") curriculum, and controls (or restraints).

Our mission here is not to arrive at the definitive, categorical list of commonplaces. Rather, it is to acknowledge the existence of commonalities to which people in schools can relate. Evidence for this position comes not only from the vast array of educational research implications for school practice (e.g., mastery learning, time-on-task, grouping practices, etc.), but also from our own inventory of instrumentation developed by schools and districts to build information systems approaching the type we are proposing here. The overlap we have found in item content from one survey to another is considerable and hardly coincidental.

Thus what we attempt to provide in this report is not a blueprint of the systemic evaluation package to be used in any given district in any given school. Instead, we offer a framework for the commonplaces of schooling and an extensive sampler of ways in which they can be operationalized for the purposes of building an information system. This sampler will have served its purpose if people--who are actively engaged in seeking knowledge for improving their school--use it for selecting relevant items to be used as they are or in modified form, for deleting items that are irrelevant, and/or for suggesting areas of concern that have not been operationalized and should be.

Towards achieving this purpose we organize what follows into five chapters. First, we present some common conceptions of schooling that have typically guided school improvement efforts but that are insensitive to the dynamics of school change as described above. Second, an alternative conception is discussed which incorporates these dynamics and suggests a school-focused inquiry process that is compatible with the concept of systemic evaluation. Third, we review several orientations guiding the use of information systems currently in practice and examine them in terms of our own orientation regarding the role of information in school improvement. Fourth, a systemic evaluation sampler is presented and discussed in terms of (a) a framework for sorting out the content of schooling and (b) procedural issues including instrumentation, the collection of data in schools and communities, and the use of technology. Finally, we will outline what might be called the "humanization" of data, i.e., the ways in which data can be analyzed, organized, and reported back to people such that these data can be used at the different levels of schooling for the different information purposes that exist at these levels.

COMMON CONCEPTIONS OF SCHOOLING

So far as we know, there is no theoretical (in the strict sense of the term) model of schooling that enjoys replicable and generalizable empirical support.[1] Yet there is no lack of conceptual models of schooling, many of which provide useful heuristics for guiding inquiry into, and furthering our understanding of, the process of schooling.

However, for all the conceptual schematics that punctuate the literature on modeling schooling, there are few surprises. They have grown so comprehensive over the past decade that substantive differences between them are minimal. For example, most modern views of schooling acknowledge (1) both cognitive and affective outcomes, (2) the importance of perceptions (e.g., school work environment and classroom learning environment), (3) exogenous variables such as community characteristics (e.g., SES), and (4) the various effects of differential resource allocations.

Differences between models of schooling, therefore, are found much less in their contents as they are in the images of schooling guiding the ways in which these contents are conceptually organized. Without meaning to offend those who have spent considerable time and effort developing specialized versions of schooling models, it will serve our purposes adequately to simply dichotomize the whole state-of affairs into what we will call "outcome-bound" versus "outcome-free" conceptualizations of schooling. By outcome-bound we mean schooling conceptions whose contents find their raison d'etre in their eventual link-up with designated student learning outcomes, usually achievement tests and usually of the norm-referenced (standardized) variety. By outcome-free we mean schooling conceptions whose contents are seen to reflect the complex and multi-faceted organizations that schools and their districts are--educational places responsible to their public constituencies; as work places responsible to their employees; and as learning places responsible to their students, to name a few.

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[1] By the "strict sense" meaning of the term theoretical we mean theory as defined, for example, by Kerlinger (1973, p. 9): "A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena."

Our choice of the term outcome-free does not mean that assessing student achievement is not of crucial importance. But it is not the criterion sine qua non for judging the relevance of information likely to be useful for school improvement. Moreover, we have nothing against well-conceived outcome-bound analyses for certain purposes and specified time frames. But such analyses are most useful when part of a comprehensive and realistic conception of the totality of schooling.

In the next chapter we will present an outcome-free approach to schooling that in compatible with the perspective we are taking on inquiry and the role of information: This discussion will be facilitated in this chapter by clarifying and critiquing such diverse conceptions as input-output models, school effectiveness models, classroom learning models, and systems theory models as examples of what we mean by outcome-bound approaches. Notwithstanding their rich and only somewhat overlapping research traditions, these approaches are more similar than they are dissimilar because of their exclusive reliance on outcome measures. In effect, constructs find their way into these models only upon the strength of their predictive associations with achievement measures[2]. Not only, therefore, are these models bound conceptually, they are bound operationally to the fallibility of outcome measurement and the implicit value perspectives attached to measurement models (e.g., norm versus criterion-referenced assessment).

Input-Output Models

The easiest way to characterize these models is to note what is missing from the phrase "input-output"--process. Input-output conceptions typically view the school as a "black box" or mysterious factory that somehow transforms raw materials (i.e., children) into products that can be stacked up against quality control indicators (i.e., standardized achievement scores).

But any sensible factory manager will tell you that he/she can do only so much. Quality control of the outputs depends upon the quality of the inputs, e.g., raw materials, machinery, capital resources workers, etc. Thus input-output schooling studies typically include variables in one or more of the following classes of inputs: student background (e.g., SES, ethnicity), school conditions (e.g., size, budget), teacher characteristics (e.g., experience, attitudes), and student attitudes (e.g., self-esteem, aspirations). The research objective of these studies is to see to what extent these variables can explain (i.e, predict) variance in students' achievement test scores and, occasionally, student affective outcomes (e.g., dropout, locus of control). The Coleman, et. al. (1966) report is probably the most well-known representative of this general class of studies which also includes those studies more recently incorporated under the rubric of the macroanalysis of educational productivity (see Bidwell and Windham, 1980).

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[2] The argument reparding outcome-bound models is not limited only to achievement outcomes and includes all cognitive, affective and psychomotor cirteria. We sometimes use the terms "outcome" and "achievement" synonymously because of the infrequency with which other kinds of outcomes are usually assessed.

A fairly comprehensive summary of the input-output research can be found in Glasman and Biniaminov (1981). Their synthesis of the models, which we have reproduced here (see Figure 1) pretty much summarizes the input output conception of schooling. For whatever reasons, what goes on in schools and classrooms is virtually untouched by this line of inquiry.

School-Effectiveness Models

The primary significance of the research on school effectiveness has been to defuse the erroneous impressions of the input-output, "schools-have-no impact" studies in the 60's and early 70's (see Coleman et al., 1966 and Jencks et al., 1972 among others). By focussing on organizational features within schools, school effectiveness research begins to open the "black box" and examine schooling process. Through the intensive study of particularly effective schools--schools that by all empirical accounts "should not" be effective in view of the low socio-economic background of their

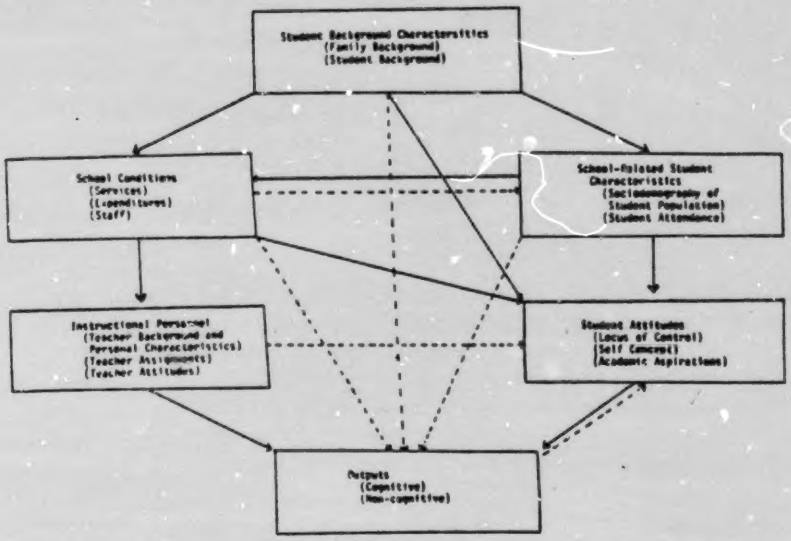
Student Background Characteristics
(Family Background)
(Student Background)
School Conditions
(Services)
(Expenditures)
(Staff)
School-Related Student Characteristics
(Sociodemography of Student Population)
(Student Attendance)
Instructional Personnel
(Teacher Background and Personal Characteristics)
(Teacher Assignments)
(Teacher Attitudes)
Student Attitudes
(Locus of Control)
(Self Concept)
(Academic Aspirations)
Outputs
(Cognitive)
(Non-cognitive)

Figure 1

A suggested structural model of school input and output variables (in parentheses; classifications of subgroups)

(--- main direct effects; --- secondary direct effects)

SOURCE: Glasman and Biniaminov, 1981

student bodies--a handful of "effectiveness principles" have been induced. These principles, which appear to enjoy some construct validation through convergent findings across studies and through contrasting findings in studies of SES equivalent but ineffective schools (see special issue of Educational Researcher, 12(4), 1983), are as follows (Edmonds, 1982, p. 6):

- The leadership of the principal, notable for substantional attention to the quality of instruction.
- A pervasive and broadly understood instructinal focus.
- An orderly, safe climate conducive to teaching and learning.
- Teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery.
- The use of measures of pupil achievement as the basis for program evaluation.

These principles can be conveniently labelled by the phrases "principal leadership," "academic emphasis," "discipline and control," "high expectations," and "outcome-based evaluation" respectively. In view of the burgeoning evidence (Rosenshine & Berliner, 1978; Denham & Lieberman, 1980; Frederick & Walberg, 1980) on achievement gains as a direct function of increases in actively engaged instructional learning time, "time-on-task" could be (and often is) added as a sixth principle of schooling effectiveness.

Notwithstanding this apparent convergence on the ingredients of quality schooling, a general formula for school improvement is still a distant goal. School effectiveness researchers themselves rightly recognize the limitations of work to-date.

> Two important caveats must precede a description of the characteristics. First, researchers do not yet know

> whether the characteristics are the causes of the instructional effectiveness that characterizes the effective schools. Second, the characteristics are not rank ordered. We must thus conclude that to advance effectiveness a school must implement all of the characteristics at once. (Edmonds, 1982, p. 6)

However, there are other related caveats of a general nature which are not always explicitly recognized. Not only is the causal nature of relationships and order of importance of the variables not well-understood, the nature of the variables themselves, i.e., the number of equivalent ways in which they can be manifested (and potentially operationalized) is, for the most part, unknown. Even more important are the unknown interactions between these several effectiveness variables and other relevant variables in the educational context specific to each school. (See Purkey and Smith, 1983, for an excellent critical review of the effective schooling literature.) The importance of not viewing principles of quality or effective schooling out-of-context or out-of-system cannot be overstated. In the 1982 National Invitational Conference hosted by NIE on "Research on Teaching and Implications for Practice," this theme was consistently reiterated in regard not only to implementing the effective schooling research but also in regard to maximizing the success of collaborative research in general. Reports by Ward and Tikunoff (1983), Hamilton (1983), and Purkey and Smith (1983) succinctly reference and describe the main features of the contextual argument and reinforce our own systemic work to date. Hamilton (1983, p. 1), for example, notes that, "...schools are social organizations.

What teachers and students do can never be comprehended solely in terms of teaching and learning academic subject matter."

Current trends in the research on school effectiveness illustrates Hamilton's points quite nicely. Certainly we all believe in academically engaged learning time, strong curricular leadership in the school's administrative structure, orderly and non-disruptive classroom learning environments, rigorous and curriculum-based achievement monitoring, and the mastery of basic academic skills. Moreover, we believe--along with the architects of every formal, state/district curriculum document ever constructed--that the social, personal and career functions of schooling are also important, i.e., that critical thinking, becoming a cooperative and contributing citizen, learning to be a responsible decision-maker, and so on are also legitimate aspirations for the schooling enterprise. Thus, we believe in whole host of other viable instructional strategies such as cooperative learning, student decision-making, individualization, and flexibility and variety in activities (role play, simulation, field trips, etc.)

And, as the results come in from all over the country where attempts to replicate effective schooling are taking place, the champions of school effectiveness are adding new variables (like those above) to their original lists of half a dozen or so "principles." In other words, they are discovering that not all the original "principles" need to be in place for "effective" schools and there exist a host of other variable that may or may not contribute to effectiveness. The irony, of course, is that as these lists grow into eclectic compendiums of the most touted pedagogical practices, they inevitably include "empirically" contradictory recommendations. An example is the comprehensive list given by Mackenzie (1983). Here we find in the same array of dimensions of effective schooling, the principles of academically engaged learning time, content coverage, and formative testing on the one hand and, on the other, things such as cooperative learning, group interaction, and personal interaction between teacher and students. The time-on-task literature, concentrating solely on achievement outcomes, has often found negative correlations between these two clusters of insructional practices.[3] Obviously, it is not a right-wrong/either-or issue; it's an issue of enlightened and creative combining of multiple strategies to achieve a *variety* of schooling goals.

Thus, we conclude that the school effectiveness model is inadequate for conceptualizing and identifying empirically many of the features of schooling that could inform school improvement efforts. To be sure, it is nice to know that organizational constructs like "principal leadership" and affective constructs like "climate of high expectations" can be expected to relate to at least one kind of method of assessing student achievement. But even if they didn't, these and the other principles of effectiveness (e.g., discipline) have been perennial concerns of administrators, teachers, parents and students,

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3 Karweit's (1983) review of the time-on-task literature identifies several factors that call into question the relation of time, achievement, and instructional organization.

and thus they would become likely contents of a comprehensive information system.

Classroom Learning Models

This may be somewhat of a misnomer for this section since the most useful of these models wisely include important variables at the school and community levels of the schooling enterprise as well. Nevertheless, their focus is on the teaching-learning context and activities in the *classroom* and the indicators of student learning outcomes of this process. Although there is considerable variety among these various models, they tend, generally, to have either a psychological/sociological orientation or an instructional/technological orientation or both. In effect, they are all input-process-product oriented and take yet another significant step toward examining the process of teaching and learning.

One example is Walberg's (1976) psychological characterization of the learning environment and the incorporation of student perceptions as a primary mediating construct between structural antecedents and learning outcomes. (See Figure 2.) A somewhat more sociological bent is given to this formulation by models such as Moos' (1979) that include school and classroom organizational features (e.g., cooperative learning versus ability grouping). (See Figure 3)

In contrast, the more technical formulations make explicit the way classroom structures, and instructional practices are allocated toward the production of student learning. Brown and Saks (1980, 1983a, 1983b), for example, go so far as actually specifying the mathematical production function between one or more instructional

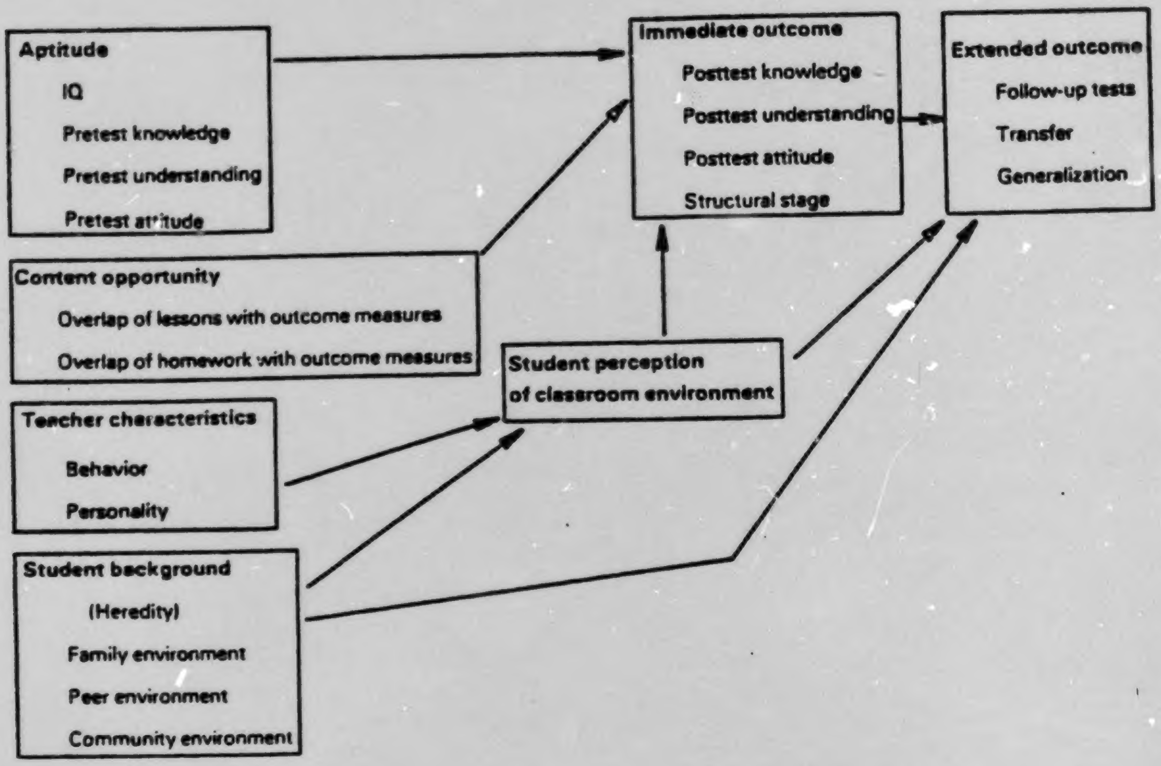
Aptitude
IQ
Pretest knowledge
Pretest understanding
Pretest attitude
Content opportunity
Overlap of lessons with outcome measures
Overlap of homework with outcome measures
Teacher characteristics
Behavior
Personality
Student background
(Heredity)
Family environment
Peer environment
Community environment
Student perception of classroom environment
Immediate outcome
Posttest knowledge
Posttest understanding
Posttest attitude
Structural stage
Extended outcome
Follow-up tests
Transfer
Generalization

Figure 2

A mediation diagram for student learning

(This figure is not a path diagram and thus does not identify all causal variables and paths)

SOURCE: Walberg, 1976

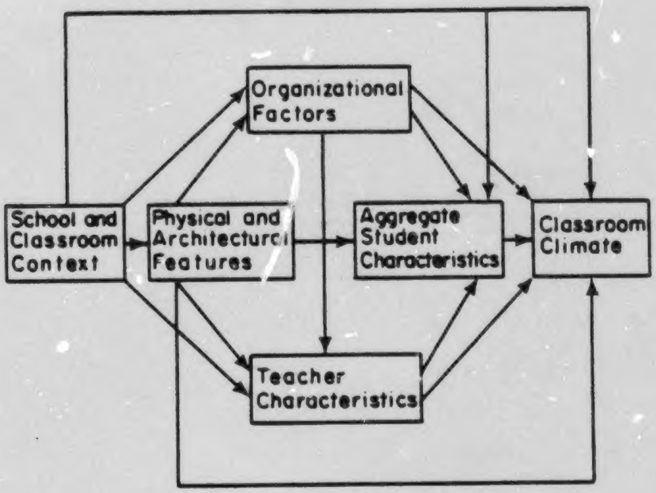
Organizational Factors
School and Classroom Context
Physical and Architectural Features
Aggregate Student Characteristics
Classroom Climate
Teacher Characteristics

Figure 3

A Model of the Interrelationships of Domains of Classroom Context Variables

SOURCE: Moos & David, 1981

inputs and one or more learning outputs at individual or group (e.g., classroom) levels. Assuming they can be measured, even constructs such as teacher "tastes" (e.g., different preferences for classroom management strategies) can be included. Then, using methods essentially borrowed from econometrics, learning curves can be predicted and optimized. A primary weakness of this approach, of course, is its reliance on the hope that relevant schooling inputs, outputs and their interactions can be identified and measured with validity as easily as, say, unemployment indices and GNP.

A more general and "socio-technical" approach is taken by Harnischfeger and Wiley (1978 and 1981). First, they recognize at least some of the schooling context. Second, they further specify what they argue are the key features of instructinal technology that produces student learning. Their approach is largely based upon the earlier (and more primitive) time-on-task models advocated by Carroll (1963) and Bloom (1973). As in most classroom-focussed learning models, student achievement is wisely assessed by instructionally sensitive (or criterion-referenced) outcome measures.

The contextual emphasis in the Harnischfeger-Wiley (H-W) model is noteworthy both for the wisdom of its inclusion but also for its rather parochial content. In Figure 4, we have included the general H-W (1977) model of student achievement and the specific H-W (1981) model wherein the process component is further delineated to reveal the emphasis on available and active learning time. These authors wisely recognize that "(a)n exclusive focus on achievement, however primary as a public signal of the failures and successes of...(a)

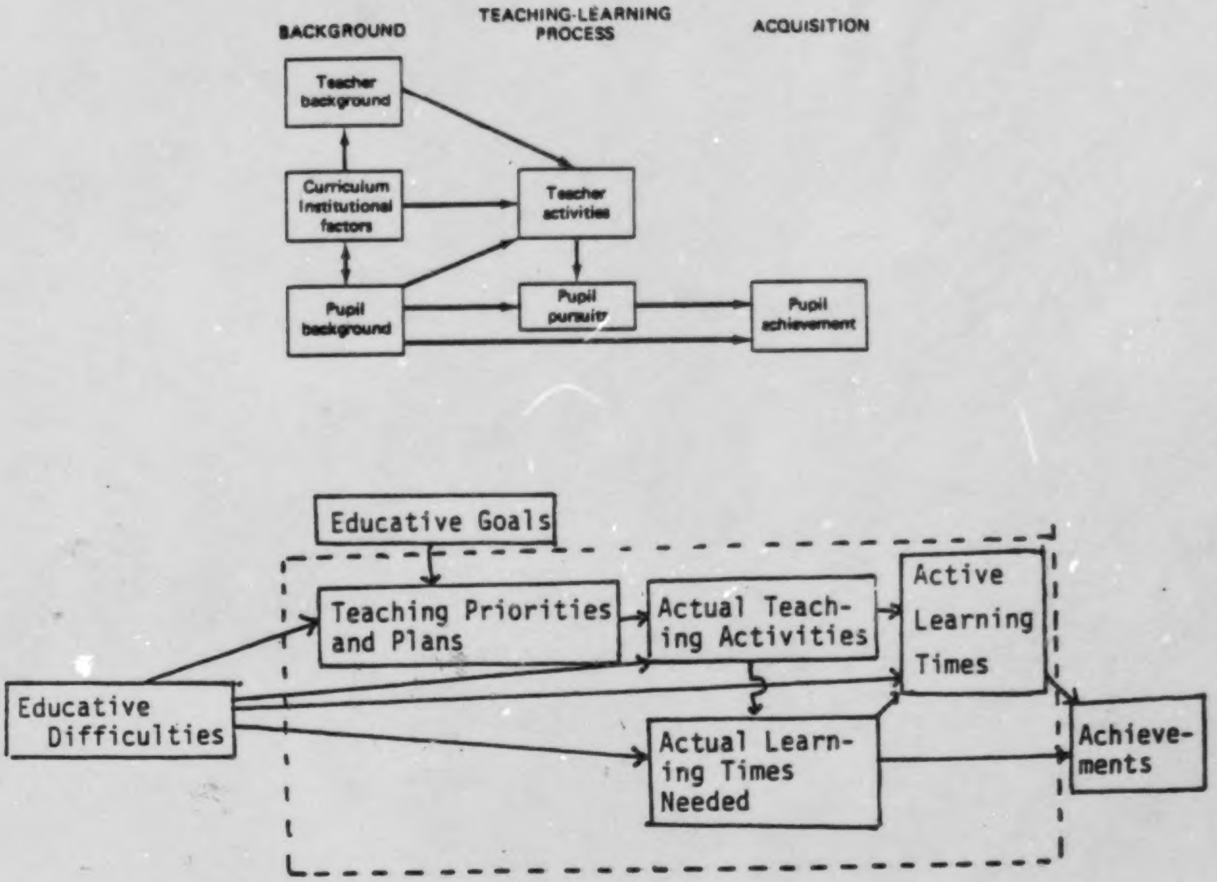
BACKGROUND
TEACHING-LEARNING PROCESS
ACQUISITION
Teacher background
Curriculum Institutional factors
Teacher activities
Pupil background
Pupil pursuits
Pupil achievement
Educative Goals
Teaching Priorities and Plans
Actual Teaching Activities
Active Learning Times
Educative Difficulties
Actual Learning Times Needed
Achievements

Figure 4

First Diagram: Gross Determinants of Pupil Achievement
SOURCE: Harnischfeger & Wiley, 1977

Second Diagram: The Teaching-Learning Process
SOURCE: Harnischfeger & Wiley, 1981

school system, is not sufficiently informative to improve that system" (1981, p.3). Thus, synthesizing the features of both models, Harnischfeger and Wiley include (1) community/student background characteristics (essentially SES indicators) that give rise to "educative difficulties," (2) curriculum/institutional factors that are primarily goal oriented (e.g., academic vs. vocational emphases), and (3) selected structural aspects of teaching and learning, namely those most directly related to the allocation of learning time (e.g., grouping, sequencing, pacing, evaluating, etc.).

However, after noting the limited information-value of achievement outcomes, H-W go on to make specific selections of process constructs based entirely on their relationship with a proxy (i.e., time) for achievement outcomes. Entire context domains are therefore excluded; for example, the psychosocial, perceptual realms of students (e.g., classroom learning environment) and teachers (e.g., organizational work environment). In fact, this latter component--organizational climate, teacher beliefs, work satisfaction, etc.--is typically missing from most outcome-bound models. Yet the work environment (structural, behavioral and perceptual) can be seen as permeating these models and serving as an antecedent, mediating mechanism, and consequent of a continuing educative process embedded in the school's social ecology.

Systems Theory Models

We note the systems approach here more for its conceptual orientation than for any specific model that could be diagramed as in the previous figures. Systems theory appeals to the rational, linear and analytic dispositions in most of us, especially in an age of increasing promise for technological solutions to human problems. In a sense, systems theory is the logical conclusion of rational, outcome-bound conceptions. The complexity of the whole (i.e., the system) is duly acknowledged and then broken up into its relevant, interacting components. These components achieve relevancy through their explicit connections with the expected products of the system. Each component is systematically analyzed in terms of its contribution to the whole, decision-making needs, information needs, etc. Weaknesses are identified and products are evaluated in a continuous feedback (or cybernetic) process.

As Oettinger (1969, p. 55) points out, there are "at least three conditions that must be satisfied for the systems approach to be more than an apt metaphor:

1. The system being studied must be independent enough of the systems which combine with it to form a suprasystem for interactions among these systems to be either satisfactorily accounted for or else ignored without dire consequences.

2. The system being studied must be one for which well-developed and proved research and design tools exist.

3. When designing a system, we must know explicitly what it is for."

Many organizations (primarily industrial) can operationalize these conditions and profit from systems analysis. Schools can't even come close to this, especially in relation to the third condition above.

Consider, for example, a brewing company. Given the few contingencies around inter-factory management, locational requirements (e.g., easy access to ingredients), and so forth, the system can be easily circumscribed at the factory level. Given dollar profit as the primary organizational goal, a number of intervening outcomes are evident (e.g., product volume, quality and consistency, efficient delivery mechanisms, etc.). Although many and complex, the relevant system components are readily visible (e.g., management and staffing, machinery and equipment, training, ingredients, public relations and marketing, etc.). When something goes wrong (e.g., loosely capped bottles, bad tasting brews, delivery schedule foul-ups), the machine and/or human errors can be adequately traced and corrected (e.g., repairs, new technology, retraining, firing and rehiring).

Now, consider a school. No, perhaps we better consider schools within their district. Come to think of it, we better include the school community context and even the local/state governance structures. But this is too complicated. Maybe we can focus just on students within their classrooms. Except we probably ought to take into account teams and/or pods at elementary levels and departments at secondary levels. Actually, we better take into account as much of the interactive, multilevel nature of the schooling enterprise as possible.[4]

But what components of the "total" system do we focus in on? Moreover, what are our most important products? Certainly student learning is one of them, but learning what and measured how?--

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[4] See Barr and Dreeben (1983) for an insightful examination of the multilevel nature of how schooling in beginning reading operates. Obviously, the process becomes even more complex as one expands the goals of schooling, the school organization and so forth (see Burstein (1983).

standardized tests of basic skills? State/district criterion-referenced tests? Teacher-made tests related to what goes on in class? Profile of mastery learning progress accumulated over time per individual student? While we're at it, we had better figure out how to measure some of the other goals emphasized in all state/district curriculum guides, i.e., the personal, social, and vocational functions of schooling. In other words, besides preparing students in the basics, we want youngsters who are creative and critical thinkers, socially responsible citizens, independent and self-reliant individuals, contributing employers/employees to the productive work-force, and so forth.

Getting back now to the components of the system, which of these "products" guide our conception? Different outcome foci could lead to different component identification. An interactive, multivariate perspective on outcomes could yield yet a different component configuration. And this could all change in different ways along the 13 -year span of elementary and secondary schooling, especially as the antecedent-process-consequent distinctions between variables become increasingly blurred. But we are complicating things again. Surely components such as community press, district policies/resources, school goals, student and teacher characteristics, instructional practices, and organizatinal and classroom learning environments, to name a few, are important.

It would be a courageous systems analyst indeed who would brave this terrain. The more timid typically carve out a manageable sub-system and justfy its components through their association with a narrow selection of politically defensible outcome criteria (usually achievement test scores). Thus, we are back to where we started. Any of Figures 1-4 represent this way out. We could combine these approaches into a more comprehensive model that properly recognizes more features of the system but that would remain, nevertheless, outcome-bound.

To summarize, outcome-bound approaches fall short primarily on two accounts: (1) the price of admittance of various types of information to the system is often based upon the wrong currency and (2) the process of identifying and incorporating information into the working knowledge[5] of those who need it becomes subverted. We believe that these problems are largely overcome when a cultural/ecological perspective is taken and the total conception is released from a preoccupation with outcome criteria.

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[5] We use this slightly edited definition of working knowledge provided by Kennedy (1982, pp. 1-2):

> "Working knowledge is the organized body of knowledge that ...[people]...use spontaneously and routinely in the context of their work. It includes the entire array of beliefs, assumptions, interests, and experiences that influence the behavior of individuals at work. It also includes social science knowledge. The term working, as used here, has two meanings. First, it means that this is a special domain of knowledge that is relevant to one's job. Second, it means that the knowledge itself is tentative, subject to change as the worker encounters new situations or new evidence. Although...[workers]...may prepare for particular decisive events by studying relevant social science evicence, they must still depend on their working knowledge for the majority of situations they encounter. Working knowledge often has a greater cumulative influence on policies and practices than does the evidence that is specifically brought to formal decision points."

AN OUTCOME-FREE APPROACH:
IMPLICATIONS FOR SCHOOL-BASED INQUIRY

What will be discussed in this section is not a model so much as it is a conceptual orientation of schooling--a perspective that does not readily lend itself to being "boxed and arrowed" in a path diagram. Instead, we present here what might be termed an attitude--or, to be more scholarly, an epistomology--regarding the identification and use of information in a formative inquiry process in an organizational setting that is best understood as a cultural ecology. First, a brief discussion of the notion of schools as cultural ecologies will be presented. Second, the implications of this view for inquiry and the use of information will be discussed. Finally, the reasons for our focus on school-based (versus district-based) inquiry will be made explicit.

Schools as Cultural Ecologies

The idea or image of schools as cultures and/or ecosystems is not new. Our view here is influenced heavily by many writers in the general area of the sociology of education. Just a few examples are: Waller (1932); Barker and Gump (1964); Sarason (1971 and 1982); Goodlad (1975); and Bronfenbrenner (1976). What we attempt to do here is synthesize these notions into a conception of schooling that (a) is unleashed from any particular outcome indicator, (b) suggests an array of relevant information, and (c) suggests the form of inquiry likely to be useful for understanding and school improvement.

By considering a school as a cultural ecology, we mean the following: Schools are organizational settings where the *circumstances* of, and activities in, the setting interact with one another and with the meanings that people infer from, and bring to bear on, the setting. Moreover, significant changes or pressures introduced in one part of the setting will have repercussions throughout the setting. The reciprocal relationships between circumstances, activities and meanings are dynamic, yet self-preserving; that is, people are in a continual process of trying to make sense of, engage in, and/or adapt to structures and behaviors, in a milieu of feelings, attitudes, beliefs, and values, such that the setting as a whole is perceived a ostensibly viable.

We take the circumstances of schooling to constitute the whole array of structures, situations and physical features in the school setting--the "givens" at any point in time. Circumstantial variables are not exclusively exogeneous variables; some are more amenable to change than others. In fact, the exogenous-endogenous distinction is another in the list of false dichotomies eschewed by the outcome-free perspective. Age and conditions of the school facility; community demography; size of school; teacher-student ratio; teacher turnover; student transiency; duration of current principalship; daily schedule (e.g., period structure); curriculum tracking policy; materials and resources; teacher demography; etc.--these are just a few of the circumstances that vary from school to school.

The activities are the behaviors and processes that constitute the practice of schooling. These are essentially the activity components of the commonplaces referred to previously in the Introduction, e.g., instructional practices, learning activities, decision-making, communication, evaluation, etc., at all levels of the schooling process. Activities are ongoing, dynamic, and quite amenable to change.

Thus, the setting can be characterized, and things happen in it. Using the term loosely, we might refer to the circumstances as the "factual" data, data that, if systematically recorded, could be determined through document and archival review. Again, loosely used, the term "observational" describes the activity data although we would admit to this domain of information the perceptions of what goes on not only of "observers" but of all participants in the setting.

But there is still an extensive realm of information not captured by just the circumstances and activities of the setting. This realm, loosely speaking, is the "phenomenology" of the setting or the meanings that people infer from, and bring to bear upon, the setting. Once sizeable chunk of this domain is the constellation of orientations, ie., sentiments (feelings), opinions, attitudes, beliefs and values, that interact with the circumstances and activities of schooling. For example, certain administration-to-staff communication mechanisms may be in place but will interact with teachers' attitudes toward and beliefs regarding authority (e.g., principals have legitimate power by decree versus by demonstrated leadership). Classroom management techniques may depend upon beliefs like "The student should be seen and not heard" versus a more egalitarian stance in regard to student participation. The allocation of teaching resources to different content areas at a secondary school will depend upon opinions regarding the most important function of schooling (e.g., academic versus vocational). And so on, ad infinitum.

To dispell yet another false dichotomy, we are not referring here to the "affective" realm of data; both cognitive and affective components exist in attitudes, beliefs, feelings, etc. (See Eisner, 1982.) These are all indicators of information that people can use to extract meaning out of their work place, learning place, and so on. But there are other crucial indicators by which we attach meaning to the events and circumstances of schooling. One is a means by which we attach meaning to the teaching-learning act. We sample a domain of tasks that we believe to define learning objectives, and then we appraise students' performance on this sample of tasks--we call this an achievement test. Of course there are crucial differences in approaches to constructing and using achievement tests, but these need not concern us here. The point is that such performance measures are yet just one more class of indicators (with both "cognitive" and "affective" components) by which educational meaning is construed.

We see these realms--circumstances, activities, and meanings--and the information they represent as operationalizing the cultural/ecological conception of schooling. This conception is outcome-free in the sense that no one particular piece of information is accorded supreme status by which the validity of other information is judged. As suggested by the schematic in Figure 5, circumstances, activities and meanings interact reciprocally and continuously over time. Although we have focussed our examples primarily at the building level, our conception is easily extended by including, for

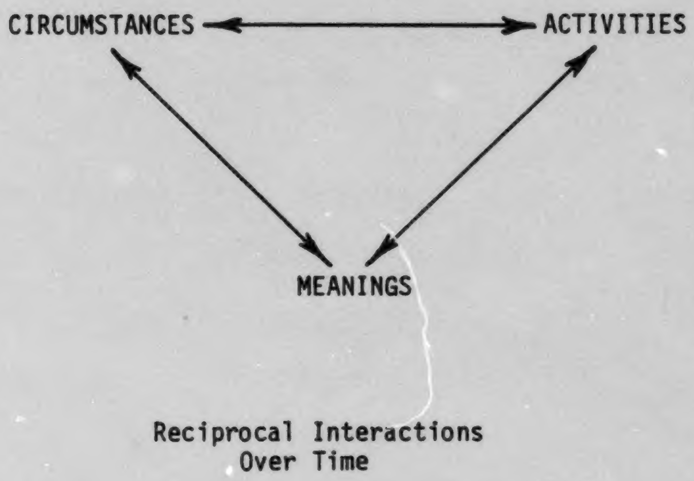
CIRCUMSTANCES
ACTIVITIES
MEANINGS
Reciprocal Interactions
Over Time

Figure 5

The Cultural/Ecological Image of Schooling example, social/political/economic contextual circumstances, state/district/community activities, and the meanings that additional people (e.g., politicians, district staff, parents, other community members) bring to bear on the total setting.

Inquiry and the Role of Information

What makes the various conceptions of schooling work? How do they become functional or practical? These questions do not have "answers" so much as they have "orientations" that grow directly out of the specific schooling conception.

Outcome-bound models, featuring inputs and outputs, processes and products, or other "antecedent-mediator-consequent" mechanisms, rely upon analytical associations between constructs of the models to suggest targets for improvement efforts. Preferably, constructs are operationalized, quantitatively measured, and statistically predictive and hopefully replicable relationships are determined. The ultimate goal is to obtain functional equations between inputs, processes and outcomes such that the outcome effects due to input and process manipulations are predictable.

Following the perspective of outcome-bound models, the process of change and school improvement is now fairly straightforward. Conduct a needs assessment fashioned after the particular components of the process-product model guiding the conception. Identify the weak links, e.g., ineffective principal-to-staff communication, classroom management problems, not enough instructional time, decreasing teacher quality, poor reading curriculum, and so forth. Infuse the system with the best that educational technology and/or policy analysis has to offer, e.g., administrative leadership workshops, workshops on clinical teaching, lengthening the school year, merit pay for exceptional teachers, adoption of ARS's newest reading materials kit, and so forth. Finally, evaluate your efforts by looking for changes in outcome performance. In effect, the elements of schooling are held together by an analytical model that suggests the targets for technological or policy intervention.

An outcome-free conception suggests quite a different orientation regarding school improvement. It suggests an inquiry rather than an analytical stance. What holds the components of the cultural/ecological image together, for example, is a process by which the circumstances, activities, and meanings come to be understood and acted upon by people to whom it is relevant (see Figure 6). This process which we have labelled critical inquiry,[6] is formative and thus serves as a definition of what we mean by school renewal.

Thus, if there are any mediating processes or connecting "paths" between the constructs of the cultural/ecological conception, it is the process of inquiry and school renewal itself. It is people actively and continuously engaged in the systematic and rigorous deliberation over any and all information seen to be potentially relevant to school improvement. To be more concrete, we will repeat in this report only the skeletal features of critical inquiry.[7]

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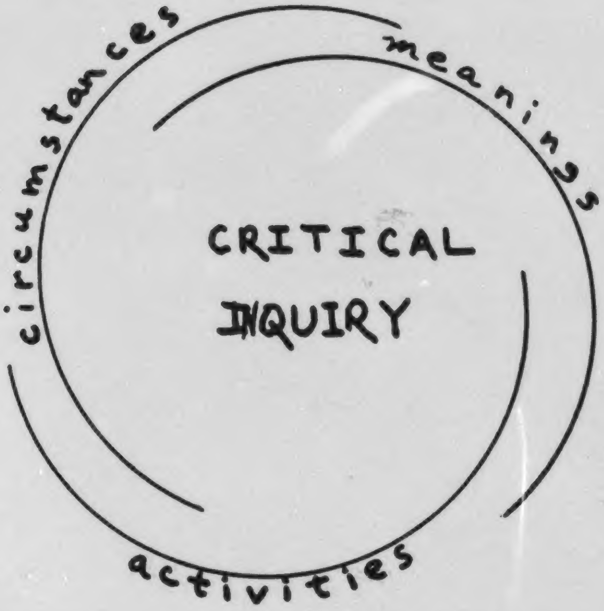
[6] The theory and practice of critical inquiry has been discussed extensively in the 1982 Deliverable for Systemic Evaluation. See also Sirotnik and Oakes (1983).

[7] The following passages are taken with some modification from Oakes and Sirotnik (1983).


circumstances
meanings
CRITICAL
INQUIRY
activities

A Continuing Process
Over Time

Figure 6

The Cultural/Ecological Image
of the Renewing School

We use the phrase "critical inquiry" to denote an epistemologically valid basis upon which we (1) acknowledge critique as a legitimate method of inquiry, (2) acknowledge values and beliefs as an unavoidable medium through which inquiry is conducted, and (3) propose an inquiry approach, driven by a critical theoretical stance, that embraces appropriate information gathered through naturalistic and empirical analytic methods.

How is this working synthesis of inquiry perspectives relevant for educational inquiry and school renewal? First, as logical empiricists, we can obtain a tentative description of those features of the school context that we see as crucial and are willing, for the sake of measurement, to separate conceptually and to operationalize via survey, questionnaire, test, structured interview, observation schedule, or any other standardized method of data collection. We are adopting, here, a very pragmatic stance, based upon a belief, rooted in experience, in the heuristic potential of data gathered in this fashion, so long as they are reasonably reliable and valid (according to traditional canons) and not over-interpreted under the guise of scientism. Our belief in the heuristic potential of this kind of information as the empirical "data-base" of a school, i.e., its ability to enrich the experiential basis for interpretation, understanding and normative critique, requires an exploratory stance on data analysis and interpretation.

The payoff of the empirical analytic perspective is the serving up of a continuing common base of explicit descriptive material which can serve as a catalyst for further inquiry. While some of the information may be already known to all of the participants, and much of it known to some of the participants, a considerable portion of the information will be new to many. The discovery of *apparent* relationships among contextual elements should provide fresh insight to all participants about "the way things are" and stimulate moving to the next level of inquiry, i.e., enlightment--making public the private frames of reference.

Employing naturalistic methodology for the interpretation of phenomena provides a depth of understanding not permitted by the more positivist methodologies. This second approach permits adding the texture of individual meanings to the description of the context. Going beyond the "facts" yielded by the data collected in the empirical-analytic mode, this approach adds a sense of the whole in terms of how human beings within the context experience that context. In other words, this methodological perspective attempts an interpretive understanding of the circumstance, activities, and meanings that make up the school setting.

Interpretations can be made from data collected by trained observers and interviewers as is typically done in qualitative research. Equally appropriate, however, would be the understandings elicited through reflection on and interpretation of circumstances, activities and meanings *by the people in the school themselves*. This reflection and interpretation by individuals in the setting could be expected to add new dimensions of information not permitted by the conventional data collection process. These dimensions are not predetermined but emerge during the process of inquiry and include the *valuing* of the experience under scrutiny, making judgments about the intrinsic worth of phenomena and assessing their importance in relation to other ends. Importantly, since statements made during such a process would be supported by reasons, the participants' bases for making decisions, their underlying assumptions and belief systems, can become explicit and subject to scrutiny as well.

Finally, the third approach places knowledge gained about the school setting within its social and historical context. Building on the "facts" and the personal understandings that are gathered, the critical process offers methods by which the social and political meanings of school events can be understood. Furthermore, norms for assessing these events and guiding future practice are embedded in critical methodology, providing a fundamental criterion for the direction of improvement and change. In these ways critical inquiry makes possible a much fuller consideration of the implications of what is done in schools. Those in schools can gain insight into why particular practices came into being and how human interests are served by them.

The methodology of critical reflection demands that participants attend to how educational structures, content, and processes are linked to the social and political forces inside the setting and to the larger social, political, and economic context in which the school is situated. Such questions as "What are the effects on participants of things being organized the way they are?" and "Who benefits from these organizational patterns?" force the examination of both the manifest and latent consequences of educational practice. By bringing these relationships to the surface, educational practitioners can become aware that patterns of events and their explanations are not merely common sense, neutral, or begin, but grow out of and, in turn, affect particular ideological interests. Thus, language and more importantly, the competent use of language in social discourse, for example, is indispensible to doing critical inquiry. By this we do not mean grammatical or syntactical competence. We are referring, rather, to the ingredients necessary to approach a mutual sharing of understanding, trust, and active engagement in the process of change. To summarize this crucial aspect of critical inquiry is beyond the scope of this report. Again, the reader is referred to the material cited in footnote 6.

In summary, doing critical inquiry can be likened to wearing three hats at the same time: (1) one hat representing critical inquiry and a dedication to explanation and understanding only within a normative perspective that maintains an continued dialectic between schooling practices and human interests; (2) one hat representing naturalistic/interpretive inquiry and a dedication to understanding the conditions of schooling in terms of historical and current school events and peoples' experiences of those events; and (3) one hat representing empirical analytic inquiry and a dedication to the usefulness of descriptive (survey-type), experimental, and/or quasi-experimental methodologies to yield information of potential value not only to pedagogical improvement but also to furthering understanding and normative critique.

Clearly, this three-pronged orientation toward inquiry is as compatible with the cultural/ecological conception of schooling as it is incompatible with an analytically driven, input-process-output or "factory" model of schooling. The bulk of this report is focused on the second two "hats" and, in particular, on the survey, interview, observational and document/archival sources of information that feed into the total critical inquiry process.

The Focus of School Improvement and Change: District Versus School

One important issue that has remained implicit in the discussion thus far needs to be addressed in the context of the way schools and schooling are currently organized. Schools do not exist in an organizational vacuum as separately managed, fiscally independent entities.

Ordinarily, schools are organized into districts that are staffed by numerous professionals reflecting many responsibilities: superintendants, assistant superintendants, directors of research, evaluation, curriculum, etc., content specialists, special education staff, in-service training staff, and so forth. Authority structures between schools and districts with respect to such matters as personnel, budget and expenditures, resource allocation, curriculum and instruction, and evaluation are generally explicit. . Although lines of authority become more flexible as districts structures range from centralized to decentralized, they never disappear.

District support--in spirit as well as substance--is crucial to school improvement and change; and, therefore, many who view school improvement see the point of focus as the district. For reasons of management authority, resource allocation, technical expertise, and planning and follow through efficiency, to name just a few, the district is viewed as the primary vehicle for initiating, legitimating, planning, implementing, and sustaining programs of school improvement. In our attempt to ascertain the current "state-of-the-art" of school information systems (see next chapter), it never occurred to us to sample schools. Instead, we sampled districts, assuming that school information systems of the type we were looking for would invariably exist only insofar as districts would have designed and supported them.

Yet we take a very different view on the fundamental issue--we see the school as the primary focal point for bringing about improvement and change. This should not be surprising given the foregoing discussions on schools as cultural ecologies, the importance of inquiry and school renewal, and the role of information in staff planning and development. Notwithstanding the power of districts to "make or break" school improvement efforts, the day-to-day action is in schools and classrooms, not district offices. Ultimately, teachers have the power to "make or break" the improvement effort.

This leads back to the recurrent theme of this report. Top-down, intervention strategies for bringing about and sustaining school change seldom work. Using the same time and people in a collaborative improvement project with these persons who are to be affected professionally on a daily basis is a sensible and effective strategy. The Rand studies (Berman and McLaughlin, 1975) and the IDEA studies (Bentzen, 1974 and Goodlad, 1975) referenced above, and the whole body of studies under the rubric of "collaborative research" (see the review by Ward and Tikunoff, 1982) all converge to essentially the same conclusion--school staffs must be conscious agents of their own change efforts. It is rare, indeed, that a diverse array of social science investigations can arrive at such consensus.

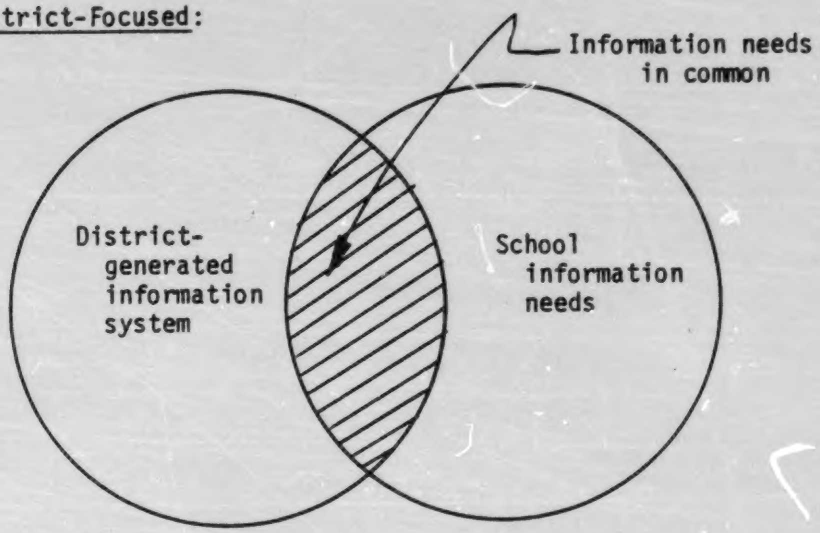
Thus, we argue both that the school is the focus of change and that district collaboration and support is a necessary--but not sufficient--ingredient in the effort. The implications for systemic evaluation and the role of information follow directly from this position. Top-down perceptions of the kinds of data relevant for schools are likely to miss the targets of need for school-based improvement. On the other hand, bottom-up perceptions of the kinds of data relevant for schools are likely to provide much information that is useful at the district level as well. To be sure, there may be specific data that districts need that do not readily emerge from a school-based improvement perspective. The political realities around the need for standardized test scores is one prime example. But we suspect that the subset of data needs exclusive only to districts represents a relatively small fraction of the information domain that can be relevant to both schools and districts. The Venn diagrams in Figure 7 are offered as heuristics for helping to crystalize these distinctions.

Having made these contrasts, it will now be useful to place our perspective in the context of some current "systemic evaluation" practices as we found them in the districts sampled for this study.

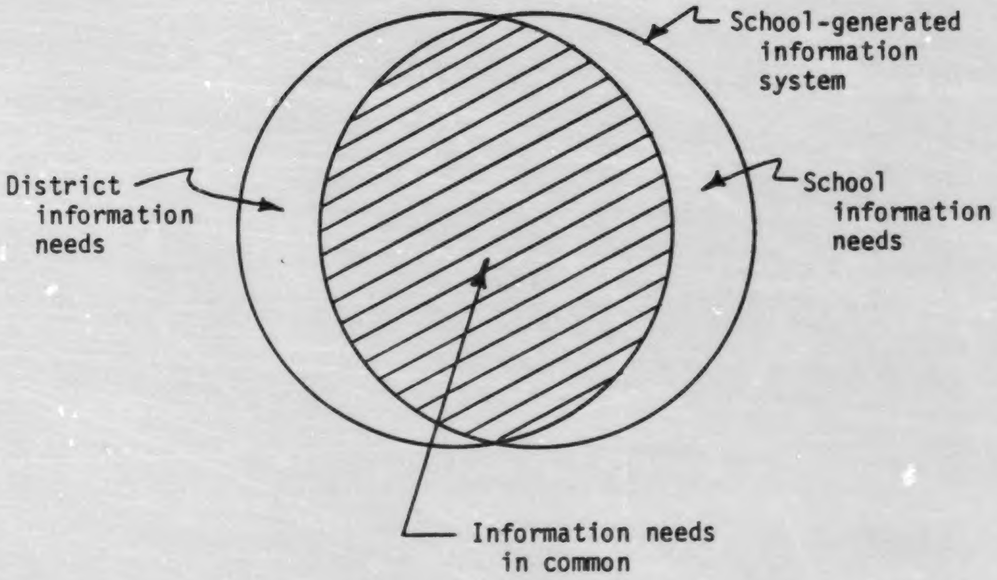
Figure 7

The Consequences for Information Systems
Derived From District-Focused Versus
School-Focused Improvement Efforts

District-Focused:


Information needs
in common
District-
generated
information
system
School
information
needs

School-Focused:


School-generated
information
system
District
information
needs
School
information
needs
Information needs
in common

APPROACHES TO ASSESSMENT SYSTEMS

What we will review here is by no means based upon a comprehensive survey of practices with nation-wide generalizability. Rather, we have chosen a purposive sample of districts with considerable variation in such factors as size, community demography, and geographic location. A primary consideration in this choice was the availability of fairly comprehensive information already archived on these particular districts. In effect, we have piggy-backed on the ongoing CSE Practices Program and Bank's and William's (1980 and 1981) case studies of the ways in which districts go about linking up testing and evaluation information to instructional improvement.

In keeping with their focus on student academic learning, Bank and Williams concentrated on achievement performance and how districts tend to (or tend not to) hook up the evaluative components of test data to classroom processes. Our focus in exploring these districts' practices was not on performance measures per se and specific linking mechanisms. To be sure, we include achievement assessment as part of systemic evaluation. But every district includes norm and/or criterion-referenced assessment of some sort or another. We wanted to see what (if any) additional information was formally collected and how it was formally disseminated. We also attempted to ascertain (or, at least infer) why information beyond achievement outcomes was collected and, in particular, if any systematic use was being made of this information in an articulated school improvement/change. Briefly, our procedure was this:

First, we thoroughly explored the contents of each district file accumulated over the course of the 1980 and 1981 years of the Bank and Williams studies. This was done to familiarize ourselves with the quality of the information collected--its breadth, depth and consistency from one district to the next--keeping in mind that the information was collected for reasons different from our.

Second, based upon what was found in this initial exploration and our purposes for this project, a more specific screening device was formulated such that the specific information we were looking for could be identified and located, flagged as missing, or noted as needing further clarification. This screening device took shape over the course of the several months during which district materials were reviewed. Eventually, the form was used both for cataloging existing information in three general classifications (demographics/archival, achievement, affect/attitude) and for structuring subsequent followup interviews.

Finally, we attemped to update and complete the district files for the purposes of our project. First, we reviewed in depth the selected information form each district that was relevant to systemic evaluation practice as we have defined and discussed it. Second, we determined what additional information was needed from each district to fill in gaps and augment or clarify our understanding gleaned from the files. Third, we conducted in-depth telephone interviews with the research and evaluation directors (or the equivalent) at each district (except one), verifying existing information and our interpretations of it, and requesting the additional information needed. Besides the specific information seeking tasks structured for each district, these four overarching queries guided the interviews:

- What information is collected from schools beyond the usual achievement test scores?
- How and in what form is the information disseminated?
- Why is the information collected?
- How does the whole process of collecting and disseminating information fit into a policy concerning change and school improvement?

Clearly, this was not necessarily the order in which the queries were posed. However, they are roughly in order of least to most in terms of how much inference we needed to make to come to any conclusions regarding district practices. The closer you get to questions of why data are collected and how they are used, the further away from closure on what, in fact, goes on.

An important distinction to make clear at this point is between the terms "formal" and "informal" as we use them to characterize district and school systemic evaluation practices. Countless numbers of activities go on every day in organizations such as districts and schools that are rightly classified as information gathering, use and dissemination practices. An assistant superintendent may ask a principal to do an ethnicity survey, report the results of a board discussion to his/her staff, and so forth. These kinds of informal processes are important data processing functions occurring in the everyday work places of districts and schools. We did not intend to conduct the kind of ethnographic study necessary to capture and understand these processes.

On the other hand, we expected that a significant commitment to systematic and comprehensive information collection, use and dissemination would be manifested, at least in part, in extensive documentation including some written rationale or position papers on how the system is intended for use in school improvement efforts. However, we had no expectation as to the truth of the converse of this proposition, viz., that the existence of this kind of formal documentation (communicated either in written or verbal forms) necessarily implied a significant commitment to systemic evaluation. Again, evidence for the latter could only come from extended case study methods.

It is unlikely, however, that the kind of full-blown systemic evaluation conception we are directing here has been developed and is operating anywhere. Moreover, the kind of change and innovation process necessary to bring such a system into practice is more likely to resemble the kind of collaborative research and inquiry paradigms we have discussed extensively in our prior reports rather than the typical interventionist paradigms currently enjoying limited successes.

Thus, our mission here was primarily to survey what significant people in the system thought ought to go on in the name of comprehensive information collection, use and dissemination and had given enough time and thought to it to at least operationalize it on paper, i.e., surveys, interviews, reports, position papers, guide books, etc. What we present next is our impressions of these materials and of our interview data and our inferences regarding the districts' approaches to systemic evaluation. After reviewing the practices in these districts, we will revisit the conceptions of schooling and explore the implications for an operating systemic evaluation or comprehensive information system.

Scope

In Appendix C we provide short descriptions of the information collection practices of the seven districts. The accounts differ in length and in emphasis in part because of the amount of information we were able to amass through our direct contacts with district R & E personnel. Also, we have tried to concentrate more on the non-achievement data which better reflects that diversity in what is collected. As a consequence the descriptions for some districts are shorter because of limited collection of non-achievement information.

The information collection practices of the seven districts are summarized in Table 1. Several general features of the practices are evident. All districts are heavily involved in both norm-referenced and criterion referenced achievement testing. In most cases the norm-referenced tests serve as monitoring devices to indicate how the school as a whole is doing and to feed back to parents and teachers information about individual student performance. These data are also used to highlight general areas of weaknesses which can be then be elaborated and clarified by available criterion referenced information. Criterion referenced test data are viewed as more

TABLE 1

Outline of District Information

Collection Practices
(E = Elementary Level; S = Secondary Level)

Type of Data	DISTRICT													
	Bayview		Stilton		Shelter Grove		Northtown		Oldville		Crescent City		Bordertown	
	E	S	E	S	E	S	E	S	E	S	E	S	E	S
Achievement Testing:														
Norm Referenced	X	X	X	X	X		X	X	X	X	X	X	X	X
Criterion Referenced	X	X	X	X	X		X	X	X	X	X	X	X	X
Survey Questionnaire														
Teachers					X	X	X		X		X	X	X	X
Administrators									X				X	X
Students					X		X		X				X	X
Parents					X	X			X		X	X	X	X
Demographics/ Archival:														
eg. Attendance	X	X							X	X	X	X	X	X
Budget			X	X					X	X			X	X
Drop-out													X	X
Enrollment			X	X			X	X	X	X	X	X	X	X
Mobility							X	X	X	X			X	X
Truancy	X	X												
Racial Composition	X	X					X	X	X	X	X	X	X	X
SES									X	X			X	X

pertinent to judgment of the specific competencies of students within the framework of the district's subject matter continua.

The collection of demographic/archival data is more uneven and much less consistent once the question of its use is considered. Virtually all districts keep track of school-level racial composition, mobility, enrollment and attendance data. Typically this information is used primarily for district-level purposes, mostly for monitoring trends and in the case of ethnicity and mobility, to take school composition into account in judging the quality of school's achievement.

There is substantial diversity in the use of regular surveys of various school constituencies. Two districts reported no routine collection in this area while two others survey all four constituencies (teachers, administrators, students, parents) annually. Survey data are most likely to be collected from teachers and least likely from administrators. There is some indication that the information gathered is intended to assist school principals with needs assessment as in virtually all cases principals seem to be the prime recipients of feedback from these surveys. Almost all districts also engage in special targeted surveys intended for other audiences (school board, state agencies and federal) as part of program evaluation activities. One district which makes no other major use of survey questionnaires does conduct Gallup-type polls of the community about their general view toward the schools and specific program components. This activity apparently serves as a means of keeping the board in touch with community sentiment.

Emphasis

That achievement data dominate the informatin collection in districts and that demographic/archival and survey information are viewed as pertinent to fewer levels of the school system should not be too suprising. The technology of achievement testing, the perceived functions of test data, its direct linkage to instructional content, and the prevailing conventions on reporting such information (and to whom) are well-established (even if sometimes misguided). Besides it's simply harder to decide what type of survey information is important, how to best obtain it and once obtained, how to use it in the renewal process. Also such information is perceived as less valid and reliable and less directly connected to the generally perceived target of school renewal.

When one examines the nuances of the various information systems, the school districts' orientations toward the locus of change and improvement diverge substantially. All districts studied selected the general educational goals for instructional improvement efforts. But locus of decisions about the means by which individual schools implement change strategies and measure their consequences varied.

Some districts were very directive. For example in one district (Crecent City), school principals were provided training and an accompanying handbook describing a management accountability system their schools were expected to implement. District defined "Elements of School Quality" to establish goals for all schools in the system, and the Handbook specifies how these elements are to be measured and strategies for remediation in areas of weakness. At the beginning of the year, a principal completes a "Plan to Achieve a High Priority Objective" which includes a statement of the objective in measureable terms (where it is now and where it will be), steps to be taken to reach the objective (what is to be done and when), measures to be used to evaluate the degree to which objective has been reached (type and source of data to be used and terms to be used in reporting results), and an evaluation statement (kind, amount and significance of measured change; in other words, the extent to which the objective was reached). Late in the year, the principal is expected to complete an "Annual School Assessment Report" identifying for each of the Elements of School Quality evaluative criteria, assessment data sources used, a summary of findings, evaluative conclusions and implied principal action for improvement during the next school year. Instruments for principal observations of teachers, guidelines for parent-teacher conferences, and forms for reporting the results of parent-teacher conferences are other district-developed and prescribed information collection practices. There are other information sources as well (see results for Crescent City in Table 1).

Obviously this district places a high priority on a centrally developed and directed information system for managing instruction. It views information as useful at the district, school, classroom and individual student levels for instructional planning and the R & E offices attempts to provide timely and targeted data for decision-making at the various levels. The district provided us a sample of its annual data reporting forms and the annotated listing of them in Table 2 is informative.

Table 2
Generated Annual Data Reports for Cresent City School District

1. Elementary Parent Opinionnaire--Report of simple frequencies of parent responsis to fourteen items (5-point Likert scale) on school climate broken down by grade and by school. According to the R & D office, the results are used for decision making in improving areas identified by parents as requiring attention. The form did not report trend data but obviously this would be use in evaluating the success of improvement efforts.
2. Enrollment Stability Report--Information about the continuity of enrollments, transfers and other factors used to describe the stability of enrollments for specific schools. Once again trend information is not provided (i.e., one cannot tell from the report whether enrollments are becoming more or less stable).
3. Proficiency Examination Subject matter Strand Analysis--reports the mean level of performance by grade within a school on each strand in the state proficiency test (objective at the level of "add fractions" and "identifying main idea").
4. Attendance and Enrollment Reports--Monthly reports of ADA intended for district and state purposes broken down by sex at the kindergarten, elementary, and secondary levels with separate reporting for special education students.
5. School Summary of Proficiency Results--State distributed summary of mean, standard deviation, median, and number and percent above the passing score level for the school, the county and the state as a whole.
6. School Roster Report--State distributed listing of the performance of each student in the school on each competency (strand) with indications of which students fell below the passing level.
7. District CRT Summary Report--Provides for each teacher a report of the performance of the class on all areas of the district-developed CRTs. The information reported for each objective includes sex distribution of the students taking the test in this class, the means and quartiles of performance, percents of students scoring above various percentage cutoffs, standard deviations, and frequency distributions of percent correct.
8. School Withdrawal Report--Monthly reports of the students at the secondary level who withdraw from school. The report is for district use and includes breakdown by sex, age, grade level, ethnicity, and reasins for withdrawal.
9. Underachiever listing and summary--lists students at a specific grade level in each school who are achieveing below ability levels in reading and math. Underachievement established by the expected relationship between performance on an ability test and an achievement test (e.g., students with IQ score of 100 on the ability test expected to score in

Table 2 (cont.)

the 5th stanine on the achievement test) and actual performance on the achievement test.

10. Unsatisfactory Progress Report--data provided secondary school counselors on individual students, about their grade level, the courses and instructors where unsatisfactory progress is evident. No attempt is made to highlight specific course (e.g., algebra) or specific instructors (e.g., Jones in Algebra) where an unsatisfactory performance occurs frequently. The report is strictly targeted to decisions about students.

In other districts the means of response to district prescribed goals is left primarily to personnel in the individual schools. For example, Bayview district decided that it is important " to use all evaluation data in such a way that continuous program improvement is promoted toward established district goals" and that data from the annual state assessment test could be used to help design programs to promote continuous improvement in acquisition of basic academic skills. Each school was expected to describe:

- the direction staff intended to take based on their analysis of the test data
- the degree to which staff were able to deal with the assessment program information analytically/objectively
- the degree to which staff were able to deal with the assessment program information in a healthy, positive way
- their test administration procedures (including prior preparation)
- the causes behind low scores in areas of "high degree of instructional emphasis"

The reactions of individual school to the activity was diverse. Some schools chose to engaged in a detailed analysis of the test framework, their results and their school's curriculum emphases. Others concentrated on developing better staff attitudes toward the testing out of a belief that they had failed to convey to students the importance of performing well. In other cases, the test administration procedures were judged to be in need of improvements while some schools were satisfied with present practices and performances. One particularly innovative school which emphasized students learning through a natural environment and de-emphasized seatwork chose to reassess its thinking about whether test-like tasks were a relevant part of students' learning experiences and instituted modifications to their program to more carefully monitor attainment of specific skills.

The contrast between the uninformity of school responses to Crescent City's change efforts and the diversity in Bayview's reflects the managerial orientations of the two districts more than it does the quality of the information provided to inform instructional improvement. Some districts attempt to carefully dictate change procedures while others specify only general goals and provide information believed to be of value. In some cases non-achievement data collection and reporting is virtually ignored while others see it as essential to understanding the circumstances in which schools operate. Some districts are conscious of the information possibilities and needs at all levels of the school systems while others seek only to inform district level decision-making. The technical quality of the data collection and reporting activities seems to be virtually unrelated to these differences in content and emphasis in renewal efforts.

Where are differences to be found in the analysis and reporting of information in instructional improvement efforts other than the obvious differences in utilization of non-achievement data? While it is practically impossible to be exhaustive regarding this point, a few comments are in order.

1. Regardless of type of data (achievement, survey questionnaire, demographic/archival), the standards of quality for collection of individual pieces of information are uniformly quite high as judged by the current canons of measurement practice. Obviously the norm-referenced tests used are only as good as the work of the test publisher but districts do appear to be putting these tests to best use within the confines of their resources. Moreover, in almost every case, the norm-referenced testing is coupled with criterion-referenced systems to further pinpoint instructional weaknesses and efforts to examine the overlap of curriculum and tests becoming routine. When survey information is gathered, the specific questions asked are technically of high quality (i.e., exhibit few obvious flaws such as ambiguity) and appear to be targeted toward a well-established set of schooling issues.
2. The collection of survey information by school districts does suffer from several shortcomings. Only rarely is much attention paid to sampling considerations (i.e., the design of a specific target sample) and efforts to insure reasonable response rate to properly characterize the attitudes and opinions of given school constituencies are far from ideal. Moreover, it is unclear that the reporting of such information is adequate in most instances. Non-achievement information is seldom routinely built into instructional improvement efforts. The provision of such data for school building

personnel is limited and done infrequently at best. Moreover, teachers and administrators are even less prepared to properly interpret survey (and observational) information than they are achievement test data.

3. Reporting and use of information in school districts seldom focuses on discernible patterns that might arise. Achievement data typically are reported in the most aggregable form at the relevant level (school, district) without much attention to trends over time, grade levels, subject matters and various subgroups. Regrettably, many reports of achievement data are simply a blur of numbers. This problem is most severe at the level of the school or classroom and least likely to arise in district reports to school boards (In fact one of the best reports of patterns and trends we have seen was Bordertown's annual descriptive data digest which presents district-wide trends over a ten-year period). District personnel need to develop a better capability to portray (particularly graphically) the information collected and to maintain and update data over time to provide at least historical context to change efforts.

A case in point is the annual evaluation report for schools participating in state and federally funded programs in Northtown district. These reports contain a vast quantity of information about the functioning of the local school. They include

(a) A short description of the school, its surrounding community, ethnic and linguistic make-up, and participation in funded programs.

(b) Four-year school and district demographic trends (minority percentage, mobility index, enrollment)

(c) An assessment of the school's objectives including a statement of the specific objectives in various program areas, findings specific to the objectives in various program areas, and a summary judgment of attainment (complete, substantial, limited, none, no data collected). Also a graphical depiction of the judgments of attainment across all objectives.

(d) Reports of student achievement on district's chosen standardized achievement test including total reading and math for students in specific programs (e.g., Title I) at each grade level. The reported information includes a histogram of scores, mean, standard deviation, median, mean percentiale, median percentile, quartile information for both pretest (previous spring results) and posttest for each grade. This information is presented in 24 separate charts (pretest and posttest in total reading and total math sepraately for grades one through six).

Despite this wealth of information and the efforts to be as detailed and clear as possible (the report even includes a glossary of key terminology), it is virtually impossible to detect trends in performance either across grades or subject matters or for given subgroups such as proportion scoring in the lowest quartile across grades. To make good use of these data would require school site personnel to rearrange the data themselves.

Summary Comments

Our discussion of the information collection and reporting practices in the school districts examined is not intended to be exhaustive. We have tried to convey the typical patterns without unduely singling out the positive features of specific efforts to inform school renewal. Instead we have concentrated on the degree to which districts consider non-achievement data, examine and report trend data (over grades, years, subject matters, sub-groups, etc.), and monitor and manage the response of individual schools to the school renewal process. Many of the practices identified are exemplary by conventional standards for the technology of information collection; specific attempts to be responsive to local school and community conditions are typically well-conceived and contribute to a healthy attitude toward the role of information in instructional improvement efforts.

At the same time, most district efforts display a degree of orthodoxy that reflects the implicit risks of dependence on comprehensive information systems in the current climate for school improvement. Rather than being driven by information needs at the lower levels of the school hierarchy (the needs of teachers and school-site administrators), data collection and reporting are clearly dominated by the concerns at the higher levels (district, state and federal). Certainly there are legitimate needs and concerns at all levels but there is no reason to expect that the same information reported in the same manner will be functional in change efforts in individual schools that have broader monitoring purposes. Nor will local school personnel have the same types of technical expertise as personnel in state and federal agencies whose information requirements have historically dominated local evaluation efforts.

A question worth asking at this point then is whether the research and evaluation efforts in local districts can be as effective at responding to the needs and nuances of school-based change efforts as they have been to information demands of district, state, and federally dictated programmatic efforts. While past efforts have been directed toward uniformity in collection and reporting practices across schools and districts, undoubtedly school-based change will place greater demands on accomodating diversity and flexibility while still maintaining documentation for informing higher level policies. Certainly districts have the capability of adapting their policies and practices to meet local needs. Consider, for example, the success with which local districts adapted to the demands of the Title I Evaluation and Reporting System in recent years (see Reisner, Alkin, Boruch, Linn, & Millman, 1982) after earlier difficulties suggested that given enough time and resources, high-quality local evaluation practices were possible.

However, it remains to be seen whether the kind of structured individualization necessary for local school change can be successfully fostered by organizations geared toward centralized and uniform information management and decision making. While newly available computer technology will help, it is unclear whether R & E personnel can be as conscious of the orientation and capabilities of participants in building level renewal and adapt collection and reporting systems accordingly.

A SYSTEMIC EVALUATION SAMPLER: CONTENT AND PROCEDURES

We begin this section on a cautionary note: Don't expect a neatly packaged set of survey-interview-observation devices that you can just pick up and use to solve problems in a given district or school. Consistent with our cultural ecological view of schools and our commitment to critical inquiry, we have deliberately organized our sampler in terms of information domains rather than formatted and ready-to-go instruments.

The non-interventionist perspective underlying this decision suggests that information is an adjunct to and a by-product of a more in-depth inquiry process. A district or school seriously bent upon sustained improvement and change efforts will need to involve staff in the collaborative pursuit of understanding--What goes on in their school(s)? How did it come to be that way? What are the social, political and economic interests that constrain the setting?

Reconciling various phenomenological views of the setting and approaching consensus on problem areas is always the first order of business. As the dialogue proceeds, it becomes evident that much information is needed--information that can be determined through various operational devices (e.g., surveys) or information that is already available but needs to be organized and disseminated (e.g., school records). Only when information is perceived as useful, can information systems be conceived for use.

It is at this point that what we offer here can be useful. First a heuristic framework for circumscribing the commonalities of schooling is presented as a point of reference. Notwithstanding the fact that the many commonalities can (and will) be conceived and manifested differently in different schools we offer a sampler of survey, interview and observational instrumentation designed to get at the circumstances, activities, and meanings that can be attributed to these schooling commonplaces. Should a critical inquiry process at a school site lead to any of these commonplaces as target areas for further study, this instrumentation can serve as a first cut towards operationalizing a systemic evaluation procedure tailored to the needs of that school. Items can be used as they are, modified, deleted and new ones created. Constructs can be suggested, eliminated, or revised. We provide much more in our sampler than any school would want and yet have undoubtedly left out some areas of information crucial for the particular needs of particular schools. In this way, then, our sampler becomes a stimulus for, rather than a blueprint of, a comprehensive information system.

Second, we allocate some space in this section to the procedures of data collection where we note some key issues concerning instrumentation, data collection in schools and communities, and the role of computer technology.

Content

In past work (Sirotnik & Burstein, 1983), we have tried to make an important point using the old saing: "You can't see the forest for the trees." This approach will again serve our purpose here. Perhaps readers will relate to this adage, as we certainly do, on those occasions when our preoccupation with details has caused us to lose sight of the larger picture. But it also works the other way around. There have been many times that we have failed to see the trees for the forest. In our attempts to grasp the larger picture we have lost sight of the important features without which the picture becomes sorely attenuated.

It is our view that the outcome-bound schooling conceptions and the concomitant studies of school effects and school effectiveness can be (and have been) victimized by both versions of this danger in the woods. Up until the last half dozen years or so, such studies tended to focus exclusively either on macro variables (e.g., resource allocation) with ostensibly policy-oriented implications or micro variables (e.g, time on task) with ostensibly instruction-oriented implications.

However, recent trends in macro- and micro-analysis (see, for example, Bidwell and Windham, 1980; and Dreeban & Thomas, 1980) suggest an emerging awareness that both kinds of orientations are necessary to achieve any practical understanding of educational productivity and schooling in general. Failure to simultaneously take into account such features as district accountability procedures, principal management styles, instructional beliefs of teaches, classroom pedagogical practices, individual student differences in ability and attitude, parent support structures, and extra-school learning opportunities--to name just a few variables--can seriously under-represent the complexity and interactivity of the schooling process, thereby precluding even the possibility of determining any cause-effect explanations.

An outcome-free conception and, particularly, the cultural-ecological view of schooling suggests both the larger picture as well as the myriad of detail. For the less hearty, we suppose, it is possible that the trauma of this complexity can reach the point of paralysis. But this is not a proposal for the weak-hearted. It is necessary, we think, to be overwhelmed by the breadth and depth of potentially useful and interactive information that defines in large part the phenomenon of schooling. This reduces the risk of stripping the more parochial forays (e.g., time-on-task studies) of their contextual meaning (e.g., desired functions of schooling).

Now any attempt to rigorously map out the cultural-ecological terrain of schooling is plagued by inconsistencies when forcing certain information to fit certain configurations. Nevertheless, when used with the heuristic intentions behind the schematics in Figures 8 through 11, such maps can serve to highlight conceptual, methodological and practical implications of different forays into the educational domain. Figure 9 is a modified version of those used by Sirotnik and Oakes (1981b) and Sirotnik and Burstein (1983) to describe the contextual features of schooling. Originally, the schematic contained only two facets--data sources and data domains(see Figure 8). These were used to roughly organize the commonplaces of schooling of most concern to the research design employed in A Study of Schooling. The map in Figure 8 (taken from Goodland, Sirotnik & Overman, 1979) illustrates this use and still provides some good

Data Domains (Examples Only)

Data Sources	Personal	Class	School	Schooling
Teachers	• Demography • Reasons for entering education profession • Teaching experience • Educational beliefs	• Relative amounts of time spent on instruction, behavior control, and routines • Use of behavioral objectives • Frequency of certain learning activities	• Relative importance of school functions (social, intellectual, personal, and vocational) • School "climate" or work environment • Major problems • Equality of education (ability, race, sex)	• Desegregation • Fiscal support of public education • Teachers unions • Minimum competency • Role of global education in the schools
Students	• Demography • Self-concept • Educational aspirations	•Relative amounts of time spent on instruction, behavior control, and routines • Difficulty of class content • Frequency of certain learning activites • Class "climate"	• Relative importance of school functions • Evaluative rating • Major problems • Equality of education • Adequacy of counseling services • Subject-area preferences	• Desegregation • Role of job experience in schools • Value of schools
Parents	• Demography • Years lived in community • Political beliefs		• Relative importance of school functions • Evaluative rating • Major problems • Equality of education • Involvement in activities and decision making • Objectionable learning materials	• Desegregation • Fiscal support of public education • Teachers unions • Teachers' salaries • Minimum competency • Role of global education in schools
Classroom* (Teacher/Student Interaction)		• Relative amounts of time spent on instruction, behavior control, and routines • Use of corrective feedback • Use of open versus closed questions • Instructional time spent with total class versus individual versus groups		

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*Data were collected on this data source through observation. For the purposes of this conceptualization, observers are being treated not as a data source, but as part of the data collection *method*, just as questionnaire and/or interview methods were used in collecting data from teachers, students, and parents.

Figure 8

The Schooling Terrain: Map One

SOURCE: Goodlad, Sirotnik & Overman, 1979

DATA DOMAINS

AGGREGATION LEVELS	Data Sources:	Personal (Individual)			Instructional (Classroom)			Institutional (School)			Societal (Schooling)		
	Data Categories:	C	A	M	C	A	M	C	A	M	C	A	M
Individual	Students Teachers Administrators Parents												
Class	Students Teachers Administrators Parents Classroom												
School	Students Teachers Administrators Parents Classrooms School												
District	Students Teachers Administrators Parents Classrooms Schools District												

Data Categories:

C = Circumstances

A = Activities

M = Meanings

Figure 9

The Schooling Terrain: Map Two

examples of the kinds of data suggested by this framework. Although more could be invented, the four domains--personal (or individual), instructional (or classroom), institutional (or the school), and societal (or schooling in general)--have proved adequate in encompassing most of the information schools and districts could potentially collect. The data sources listed are, of course, only illustrative of the many that could be relevant, e.g., administrators, district staff, other community constituencies might be important additional data sources.

But Figure 8 underrepresents the complexity of the whole. We remedy this, in part, with the revisions in Figure 9. Consistent with the above discussion of the cultural-ecological conception, a substantive facet has been added that makes explicit the potential contribution of information on circumstances, activities and meanings. Moreover, information collected at one level of the schooling enterprise (e.g., individual students) can be aggregated to create information at other levels of the enterprise (e.g., classroom and school). Including this aggregation facet in the revised schematic is not just an analytical gimmick. The fact that data collected at, or aggregated to , different levels may mean different things requires explicit recognition in any substantive framework. (See Burstein, 1980 & Sirotnik, 1980).

To further explicate the substantive facet, but not to complicate matters any further, we include Figure 10 which makes explicit the interaction between the commonalities of schooling and the circumstances, activities and meanings of schooling. Figure 10 also

Cultural/Ecological Dimension

Schooling Commonplaces — Circumstances — Activities — Meanings

Physical Environment
Human resources
Material Resources
Curriculum*
Organization
Communication
Problem-Solving/
  Decision-Making
Leadership
Issues/Problems
Controls/Restraints
Expectations
Climate
Evaluation

Information Grid

Survey Questionnaire
Interview
Observation
Case Study
Document/Archive Review

* Curriculum is to be interpreted broadly and should include at least these additional commonplaces (see Goodlad, Klein & Tye, 1979):

Goals/Objectives
Content
Instructional Materials
Classroom Activities
Teaching Strategies
Assessment
Time
Space
Grouping

Figure 10

The Schooling Terrain: Map Three

re-emphasizes the commitment to a multi-methodological perspective and the importance of convergent validity (Campbell & Fiske, 1959) and triangulation (Dentzen, 1978). Much of the data suggested by Figure 10 can (and often should) be collected in different ways to help target real understandings. Various methods include, but are not limited to, survey questionnaire, interview, observation, ethnography/case study, and historical analysis and document review.

A last, unavoidable complication is the necessary time factor and the fact that much of the information mapped out in Figures 8-10 is not static. Even in Figure 11, however, it is necessary to chop out some time segment. We have chosen to represent the usual K-12 elementary and secondary educational time frame and the potential for prescool and post-secondary information. Different study purposes will, of course dictate different points of entry and departure. The point, however, is that a comprehensive information system must be capable of the longitudinal study of schooling.

As the depth and breadth of potential schooling information unfolds in maps one through four, these questions inevitably ourface: How can you select the relevant data from this morass? WHAT ARE YOUR CRITERIA?! Again, we emphasize that this is a non-issue for an outcome-free conception of schooling. As discussed at length above, information is a key ingredient to making inquiry rigorous and systematic, ie., using relevant data to inform staff dialogue, facilitate decision-making, guide actions, and provide a descriptive context for evaluations. But information does not guide inquiry anymore than tails wag dogs. Rather, a viable inquiry process

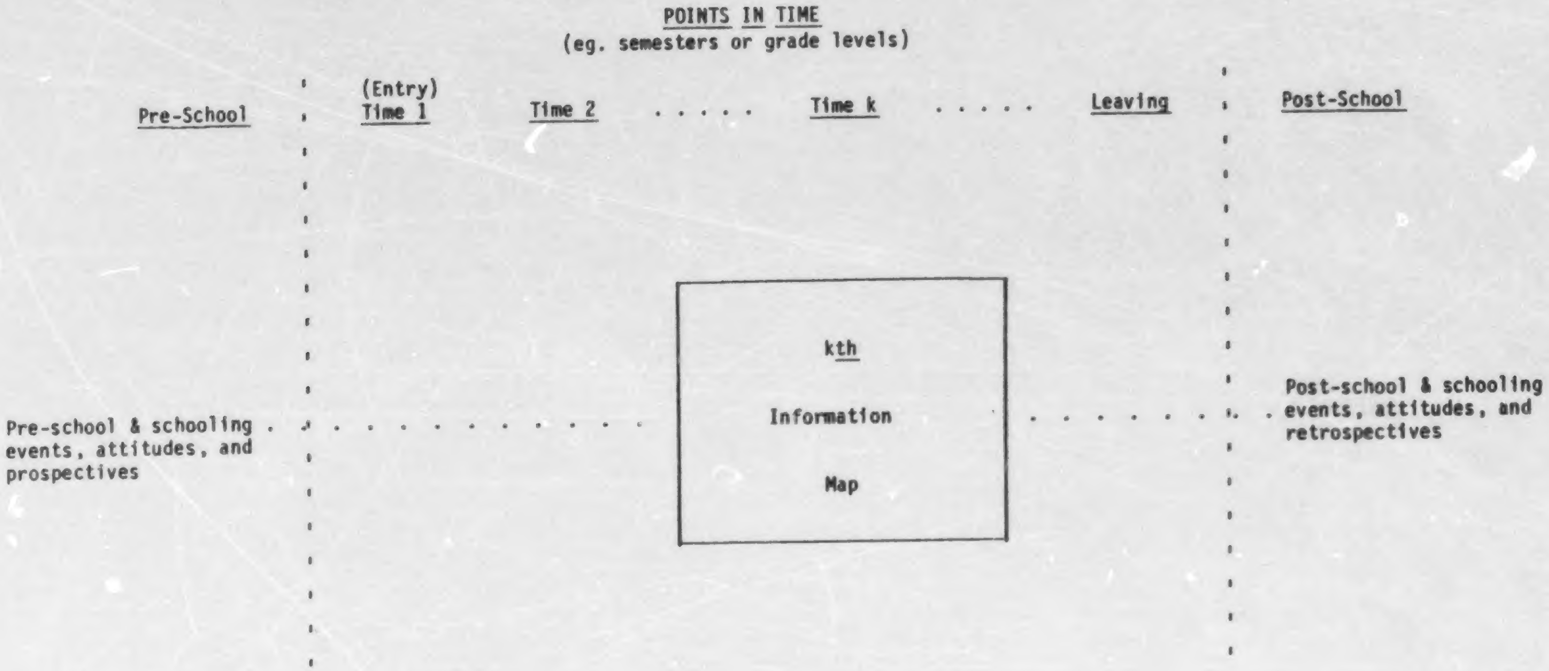
POINTS IN TIME
(eg. semesters or grade levels)
Pre-School
(Entry)
Time 1
Time 2
Time k
Leaving
Post-School
kth
Information
Map
Pre-school & schooling events, attitudes, and prospectives
Post-school & schooling events, attitudes, and retrospectives

Figure 11

The Schooling Terrain: Map Four

continually suggests the kinds of information likely to be useful to augment, stimulate and sustain the effort. Information fuels the engine of inquiry but does not automatically determine the direction of travel.

For example a school staff concerned with issues of equity in their organization of instruction may wish to obtain data on the tracking practices of their school, the racial/ethnic makeup of these classes, the kinds of instructional practices that go on in these classes, the affective climate in these classes, parent perceptions, and so on. A school staff concerned with the extent to which students are learning a specified content may wish to construct and use criterion-referenced tests. Achievement test scores, parent attitudes, student perceptions, and teacher satisfactions are all indicators that help people attach meanings to the circumstances and activities of school life. Against what criteria do we judge our selection of achievement outcome indicators? Success on the job? Future economic status? Life satisfaction? Societal contributions? Eligibility for the Presidency? The answer, of course, is that we select achievement indicators because they are among the many that help us understand what we think schooling is all about.

Sampler in Appendix A

The over 2500 items of information contained in Appendix A to this report could be classified into one or more cells of the maps above. In fact, the bulk of these items , deriving from the instruments used in A Study of Schooling, were generated in this fashion.[8] But this is really not the purpose of the maps. They have served us well--and we assume they will others--as heuristics for suggesting the depth and breadth of information that is potentially relevant to explaining (and perhaps even understanding) the schooling phenomenon. Clearly, some cells like those in Figure 9 are naturally empty; for example, cognitive and attitudinal data cannot be directly defined or collected on non-human entities. Thus, cells like those created by the intersection of the meaning column in the instructional domain with the classroom data source row are undefined. This is not to say, however, that such data cannot be created at the classroom level by aggregating responses, e.g., student cognitive and attitudinal data aggregated to the class level for students represent this kind of information. Moreover, the general categories of substance (circumstances, activities and meanings) can imply different constructs for different entities. For example, circumstantial data for individuals refer to demographic/biographic data such as age, professional preparation, and so forth. For classrooms, however, these data refer to situational/archival information such as number of students, track designation, physical characteristics, etc.

How then can we organize our sampler for the purposes we have intended? The answer is not easy and, perhaps, still alludes us. Do we organize items by instrument type (e.g., survey, interview, observation)?...by data source (e.g., student, teacher, parent)?...by commonplace (e.g., people, teaching practices, communication, problem-solving)?...etc.? No single approach seems obviously superior and each has its drawbacks. The tack we have taken represents a compromise of conceptual integrity with expediency. Our first allegience is to the substance of systemic evaluation and the inquiry process we envision for schools and districts in order to generate this substance. But procedurally, data collection will ordinarily proceed by developing instruments targetted for desired data sources.

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[8] Many other survey and interview data collection systems were also reviewed. These included (a) the Cincinnati Public School survey information system, (b) the Connecticut School Effectiveness interviews and questionnaires, (c) the School Improvement Survey from the Mid-Continent Regional Educational Laboratory, and (d) the surveys and interviews from Edmonds' School Improvement Project.

Thus, our first cut at organizing Appendix A is by data source, facilitated for reference by color-coding to each source. Within each data source, information is organized around commonplace headings that we feel are useful depending upon the information we have selected for the data source. We have further categorized some information for teachers into circumstances, activities, and meanings to illustrate how these categories are implicit in all information.

The necessary elementary and secondary differences are handled within each data source with one exception. Student instruments are likely to be quite different in substance and reading level depending upon the age/grade level intended. Most of these differences are captured by subdividing students into three separate data sources: secondary and upper and early elementary students.

Interview and observation data are also crucial, and provide a rich basis for augmenting the interpretive validity of the survey results and furthering, in general, the understanding of what goes on in the school. But good interview and observation data are much more difficult to come by than good survey data. Interviewers and observers need training and data collection and analysis are more time consuming. If, however, judicious selections can be made of the information needs most suitable to interview and/or observation methods, the results can be worth the effort. For illustration, we include only teacher interview questions and some ideas for classroom and staff meeting observations. But readers should be aware that other schoolwide observations can be important (e.g., student socialization patterns; faculty lounge activities; etc.) and that other significant persons might be interviewed (e.g.,students, parents, administrators, district staff, board members, etc.). Although we have not included samplers of survey and interview questions for principals, almost all of the questions devised for teachers can be used (or translated with minor wording changes) for principal questions.

Finally, there are many other data sources and documents that we have not directly illustrated. Counselors, district administrators, special education staff, school board members, representatives of educational resources in the community, community members at large (other than parents)--all these data sources could be asked (if relevant) many of the questions already included for teachers and parents. In schoolwide curriculum planning tasks, one extremely important source of information is what goes on currently in classrooms. Content analyses of the following materials provided by teachers for their class(es) would be very useful:

- A list of topics taught or to be taught during the year.
- A list of skills taught or expected to be taught during the year.
- A list of texts (by title and publisher), learning kits, commercial programs and workbooks used or expected to be used during the year.
- Samples of tests or quizzes given or to be given to students during the year.
- Samples of assignments or assignment sheets given or to be given to students during the year.

Procedures

We cannot present here all that there is to conducting good, descriptive studies using survey, interview, observation, and document review methodolgies. Our best advice is to organize a task force with a couple of persons experienced in this area or willing to do some elementary reading of "how-to-do-it" type books. Four readings come to mind that would be appropriate to this task: questionnaire design and attitude measurement (Oppenheim, 1966); content analysis and unobtrusive measurement (Krippendorff, 1980 and Webb, et al 1966); and a general book on survey and interview methods (e.g., Babbie, 1973). (Recommendations for readings on classroom observation methods can be found in the observation section of Appendix A).

Here, we will offer a few thoughts on three topics: instrumentation, data collection in schools, and surveys of community (i.e., parent) attitudes.

Instrumentation

The first step of instrumentation is to establish a need for information. Most school staffs are familiar with the "needs assessment" step of traditional evaluation paradigms. Often on behalf of a funded school improvement program , staff are expected to identify and prioritize a list of problem issues of concern. Occasionally, a questionnaire based upon this list is then constructed and implemented as a follow up for further clarification of the needs assessment.

Based upon the discussion in Chapter 3, our approach to "needs assessment " is quite different. It is not a point-in-time affair, but an ongoing part--a cultural regularity-- of the professional work-life of the staff. Assuming, therefore, that a school climate for inquiry is functioning such that staff (a) are moving towards a working consensus on problems, issues, and directions for change and (b) have arrived at a place in their deliberations where they have a genuine interest in informing the inquiry with additional data, the next steps of instrumentation can proceed. We organize these steps into two basic categories: instrument construction (how items are selected, modified and/or created) and instrument organization (the way that items of various contents are put together in one questionnaire or interview).

We will not provide a "mini-primer" here on the ins and outs of item writing, item revision, and so forth. Again, we refer those readers who may be inexperienced in these steps to the books referenced above. Many of the survey, attitude and interview questions included in Appendix A, although perhaps not exemplary of the absolute finest in item writing, have certainly proved useful in actual studies. They can serve, therefore, as useful models for other items that staff might wish to develop to better fit their particular information needs.

However, a couple of tips on instrument organization are appropriate since standard texts on questionnaire and interview construction cannot deal with the particulars of every applied setting. In obtaining comprehensive information on schooling, it is of crucial importance that the distinctions between data domains (refer back to Figure 7) be articulated in the organization of the instruments. For example, when questions pertaining to both school-wide issues and classroom-specific issues are being presented to respondents, these two contexts must be clearly communicated and separated. The easiest way is to separate physically the questionnaire into "halves," one dealing with questions about the school, generally, and one dealing with questions about the class, specifically. In the case of secondary teachers, one (or more) class(es)/period(s) will have to be specified in the questionnaire. For secondary students, the easiest procedure is to reference the class-specific "half" of their questionnaire to the class/period in which the information is being gathered (see below). In these cases, if only one questionnaire form is prepared, different pages corresponding to different class contents would have to be included, but teachers (or students) would be directed to respond only to those pertaining to the specified class(es).

For traditional, all-day/intact-class, elementary settings, instrument organization is simpler. Students ordinarily remain in the same class throughout the day as they experience the total curriculum. So long as the school-wide/class-specific distinctions are made, all students and teachers respond to all items and all content areas deemed appropriate. However, in the case of less conventional settings (open classrooms/team teaching, non-grading, departmentalization, etc.), organization problems (and solutions) resembling the secondary situation will occur.

Data Collection in Schools

Here we will note a few salient issues concerning sampling and scheduling. First, we think it is desirable to survey and/or interview all staff since they are primarily the ones involved in the deliberations going on as part of the school's inquiry process. Having experienced the information gathering process, they may be better able to develop common understandings of what the information may (or may not) indicate.

All students do not need to be surveyed. A sample, representative of the entire student body, is sufficient for most purposes. For example, two classes at each grade level in an elementary school might be randomly sampled. At a secondary school, more classes/periods would be sampled such that classes representing each kind of subject matter can be obtained. Departments offering more courses would have correspondingly more classes sampled. In A Study of Schooling, we found class sample sizes of about 15% of the total offerings (approximately 50 and 40 for large senior and junior high schools, respectively) to be adequate for these purposes.

Scheduling is a second major consideration in collecting data in schools. We do not evision a comprehensive data collection system being implemented more than once per year.[9] Of course, certain specialized surveys (or interviews) for special circumstances can occur on an as-needed basis (e.g., a drug abuse and attitude survey of secondary school students, teachers and parents). However, general "audits" of the school's circumstances and activities and the meanings people bring to and derive from the setting might be done, say, between the 10th and 20th week of the first or second semester, depending on whether the data are to be used for current or subsequent planning years.

The amount of time required to collect data varies, naturally, with the amount of information to be collected and the human resources available. In A Study of Schooling, for example, we found that more information on students and teachers than any one school would probably want could be collected on over 40 classes in a large junior high school by 3 data collectors in 2 weeks with minimal classroom disruption. Two periods were required for data collection in each class; and while the students were responding to the survey, the teacher was beng interviewed. Teachers responded to their survey (approximately 1-1/2 hours) during their own time. If even only half this amount of information were gathered by schools, it would be accomplished with only one or two data collectors surveying students and interviewing teachers during a two week interval. Teachers would need to contribute perhaps 45 minutes of time for the survey.

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[9] Some data collection activities are on-going by definition such as accumulating attendance & drop-out rates. Achievement testing that is referenced to curriculum continuums are also on-going data collection activities.

That these kinds of scheduling issues take on a very different character in the computerized data collection senario we will described shortly. With enough computer resources, student surveys, for example, might be accomplished by creative scheduling of students before and after school, during free periods, and so forth, with little or no disruption of regularly scheduled classes.

Parent Surveys

Getting large and unbiased response rates in community surveys are always problematic. Assuming paper and postage costs are not too restrictive, the easiest procedure is to mail a survey (with a stamped envelop for return) to every family represented in the school. The first and major "wave" of returns will be received in two to three weeks after mailing, will greatly subside by the sixth week, and dwindle to little or nothing by about the seventh or eighth week. A reminder postcard around the third week can increase this return rate to some extent. Depending upon community characteristics such as parents; interest in the school, their willingness to fill out surveys of this type, and the area's geographic makeup (e.g., small rural, suburban, major urban or metropolitan), return rates averaging about a third can be expected, ranging in percentage from the low 20's to the low 40's. (These figures are based on A Study of Schooling results and on an 8-page (!) parent survey.)

With a bit more work and planning, however, substantially higher and less biased return rates are possible. A stratified, random sample (proportionally representing different economic stratas of the community) can be determined and every effort made to obtain responses using mail, telephone and door-to-door methods. Families in the sample refusing to respond should be replaced with randomly sampled alternatives. Return rates will again vary with community characteristics and size of survey questionnaire. We know of one organization, for example, that achieves a 90% and return rate on a one-page (legal size) survey using mail plus telephone follow-up procedures in relatively homogeneous (white/middle class) suburban communities.

Parent attitudes and opinions, we think, should be an important part of a school information system. Ultimately, however, they will need to be interpreted in light of the segments of the community that the sample may (or may not) represent.

Using Computer Technology

Many data management problems discussed so far are considerably ameliorated with the introduction of microcomputer technology to survey and interview methodology. Already many pollsters are conducting survey interviews by phone using micros for both prompting the interviewer with questions and then storing the interviewee's responses. Although many districts and schools currently do not have adequate microcomputer resources, they will in just a few years. Micros will soon be sufficiently inexpensive and proliferous to change dramatically the way information is typically gathered.[10]

Consider this scenario: Software could be developed that would contain the entire set of surveys and survey questions and would record and store the responses of students, teachers, etc. Respondents would sit down, enter their name (or pre-assigned ID code), respond to questions as prompted, be branched as necessary to different course contents, and be referenced to specific classes/periods. Questionnairing would need not be done in one sitting. Respondents could return another time and pick up where they left off. Moreover, in the event some items were omitted, they could be prompted to complete them (or indicate their wish not to answer them). Ordinarily cumbersome data management problems become trivial. Completed response protocols are now stored and ready for analysis automatically. Multiple samplings of the same secondary students in different periods can be easily managed by prompting them only once for demographic and schoolwide data while prompting them repeatedly for data pertaining to each class in which they were sampled.

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[10] For example, the scenario we have in mind for a moderately sized elementary school could easily be accommodated by two dozen 48K micros, each with a floppy disk drive, and one central hard disk drive. We could put this hardware together currently for under $5000. In a few years time, this configuration could be well under $1000.

As complex as this system sounds, it is relatively straightforward and can be programmed easily. In fact, currently available curriculum authoring systems can be "tricked" to perform exactly this service. The more sophisticated authoring systems allow for text input, branching, question prompting, and response storage. Thus, instead of authoring curriculum text and performance items, survey instructions and questions can be authored; and the whole information system as described above can be created.

One cautionary note, however: The Orwellian reality of the age of information significantly exacerbates the ever-present problems of information security and respondent confidentiality. Confidentiality and anonymity have always been handled by establishing trust or eliminating ID codes respectively. Certainly, computerizing the entire process makes it easy to keep track of respondents. Linking teacher responses to those of their students in their classrooms or linking students' responses one year with their responses the next year are necessary data management tasks if certain correlational or longitudinal analyses are to be done. These tasks, of course, require a "dictionary" that links names to ID numbers. It may well be that the future holds a climate of increasing distrust, and that analyses requiring respondent confidentiality will be a thing of the past. Nevertheless, valuable information can still be obtained in cross-sectional surveys. Anonymity can be guaranteed by not requiring ID entry and by having each respondent complete their survey in one sitting with the computer.

THE HUMANIZATION OF DATA: ANALYSIS AND REPORTING

Many professionals and lay persons both inside and outside of the educational research and schooling communities have never been enamoured with the notion of quantifying the meaning of circumstances and events in social settings. To exacerbate matters further, the exponential rise of high technology has propelled us into an "age of information." The only way to escape being "computerized" is to disenfranchise oneself from economic life -- no credit cards, no driver's license, no insurance policies, no catalog subscriptions, and so forth. Our telephones will soon be just as commonly used as data entry ports as they are for casual verbal communication with friends.

Our guess is that these societal changes, coupled with past sentiments regarding "research-type" activities, will make those people we have targetted as potential data sources even less sanguine -- and more cynical and suspicious - regarding the benefits of the kind of systemic evaluation process we have been describing. If we are correct (and even if we are not), it is incumbent upon us to insure that information systems be made for people to use -- that is, *not be made to use people*.

Much of what we will outline in this chapter will *not* be sufficient to overcome these concerns. What is necessary, we have argued is the cultivation of an attitude towards information that makes it an intrinsic part of professional inquiry *in an organizational environ-*

ment that legitimizes professional inquiry and allocates quality time to the effort.

Assuming, therefore, that considerable effort is directed toward developing the kind of climate for inquiry being suggested, we turn to several other more technical features for making data more fit for human consumption. These features can be conveniently organizied under the headings of analysis and reporting methods.

Analysis

We would like to think about analysis in a general way, namely as the processes by which large quantities of information are summarized to facilitate interpretations which, in turn, facilitate the larger inquiry effort. Summarizing such things as personal experiences, anecdotal observations, sociopolitical-historical analyses, responses to attitude/opinion statements, and scores on student achievement tests are all examples of analytic processes. In other words, analysis should not be thought of as applying only to those instances where we have quantified our observations.

Having taken this general stance, we deliberately narrow our focus to the more quantitative side of information, primarily because of how easily such data are obtained and how easily they can be misanalyzed, miscommunicated and/or misinterpreted.[11] Our remarks will be divided between those relating to the reliability and validity of measurements (psychometrics) and those relating to the summary of these measurements for interpretation (description). The very important issues of aggregation and units or levels of analysis cut across these categories and will be addressed within each.

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[11] Doing good qualitative analyses and critical inquiries are not easy matters either. We recommend at least the following readings for those interested in pursuing the matter further: Willis (1978), Patton (1980) and Berlak and Berlak (1983).

Psychometrics

Perhaps the most important problem in psychometrics is to overcome two kinds of attitudes that tend to polarize people into either of two belief "camps": the "mystique of quantity" or the "mystique of quality." The extreme position in the former camp is embodied in the expression, "If you can't measure it, that ain't it." And the opposite extreme in the latter camp -- "If you *can* measure it, that ain't it." (See Kaplan, 1964.)

As with all false dichotomies, the truth is somewhere in between and rooted in pragmatism. It is unreasonable to believe that the mathematical power inherent in numbers somehow transcends the strength (or weakness) of their connections with properties they presumably are measuring. It is equally unreasonable to assume that numbers assigned to reified concepts (such as "self-esteem" and "principal leadership") cannot possibly represent anything meaningful.

The ultimate arbitrator of the meaning of measurement is experience. This is why the notions of reliability and validity were invented. To the extent that the numbers (i.e., *measurements*) can be replicated, they are *reliable*. More importantly, to the extent that they serve the measurement purposes intended, they are *valid*. The key word here is *purpose*. Depending upon the purpose, the evidential arguments for reliability and validity may differ.

Consistent with our primary objective for collecting and using data--to inform and stimulate staff inquiry -- evidence must be acquired first for the content validity and second for the credibility of information. Content validity is a familiar concept to most people who construct achievement tests. It is essentially a rational process of matching item content to instructional content, i.e., the course (or unit or lesson) objectives and the skills, knowledge, and understandings implied by those objectives. Likewise, the items in surveys, interviews and observation schedules must be matched to the content they are designed to assess. A concept such as "staff cohesiveness" may be of important concern to the organizational work environment in a school. But within the context of that school, a concept like "staff cohesiveness" needs to be scrutinized for its various meanings. Does it represent support? friendliness? trust? respect? morale? commitment? unity? etc.? Depending upon this kind of content analysis, items such as those in question 52 (Teacher Survey, Work Environment section) might be written and tried out.

We use the term "credibility" to represent the degree to which information augments, stimulates, provokes or otherwise facilitates meaningful communication between staff in the inquiry process. Assessing credibility can only be done by the staff during the course of inquiry. Suppose the issue of increasing parent involvement in school affairs is under deliberation. Suppose the results of a parent survey question regarding the reasons they have for feeling disenfranchised from school affairs are added to the information being brought to bear on the inquiry. If the results lead to a "so what?"

response or an inability to relate the data to the pertinent issue, it is unlikely that the item will be included in further surveys. On the other hand, if the results can be seen to further the dialogue, the item has proved credible. (See example below for Nuvo Elementary School.)

But there are other purposes for data collected in a comprehensive information system. One important category is what we will call *research*-oriented uses. In general, research purposes are being addressed when school staff (or, more likely, district staff) analyze the interrelationships between variables taking either an exploratory or confirmatory stance. Empirical associations in a body of information can be explored for the purpose of suggesting hypotheses about how one set of variables may relate to or predict another set of variables and/or they can be specifically analyzed to test hypotheses suggested from prior study. In either case, traditional concerns regarding stability and internal consistency forms of reliability and predictive and construct validity become more crucial. These are technical issues, they are familiar to most researchers, and we will not elaborate the issues here save for brief comments regarding scales and levels of analysis.

Although *individual* item results (like those in teacher question 52 noted above) may be most useful for facilitating inquiry, *composite* scores based on clusters of items representing a larger concept are more useful for exploring relationships between concepts. In *A Study of Schooling,* for example, composite scores were determined through a combination of rational item grouping, factor analysis, and cluster analysis of items like those we have grouped in Appendix A under the headings student self-concept, teacher perceptions of their work environment, teacher educational beliefs, student perceptions of their classroom climate, and so forth. (See Sirotnik, 1979.) But we must strongly emphasize that scales derived from one set of data may not "hold up" in another set of data. Schools and districts are much better off developing and testing their own scales in the context of their own applications.

A second important concern relates to levels of analysis. Do scores on constructs measured at one level have the same meaning when they are aggregated (e.g., averaged) at another level? For example, suppose secondary students respond to the items categorized under "Teacher Concern" in the class climate section of the survey (Question #18). Based upon individual student responses, suppose we obtain necessary evidence (e.g., high interitem correlations) to convince us that we are, indeed, tapping into a concept that we might label "Teacher Concern." In this case, we have a basis for supposing that an individual's score on these items is an indicator of their perception of the level of teacher concern in the classroom. But suppose the classroom is assigned a "Teacher Concern" score based upon the mean of these students' scores. This is typically done when classrooms are used as the units of analysis for certain research purposes. But how do we know that classroom "scores" represent the same construct as student scores? If they don't, then analyses done at the classroom level may not have the same construct interpretations as do those done using individual student scores.

Indeed, it has been demonstrated theoretically and empirically that scaling items at different levels of analysis can yield different construct interpretations. The resolution of this "dilemma" appears to rest on a combination of conceptual reasoning and empirical testing. The issue is, unfortunately, complex and we must recommend further readings (e.g., Burstein, 1980 and Sirotnik, 1980).

Description

Our main concern here is with the kinds of data analyses likely to be of use to staff for facilitating their inquiry about the conditions of their school and the possible avenues for improvement and change. It is unlikely that the results of multivariate analyses such as multiple regression, covariance structure modelling, and the like, will be of use in this effort. Obviously, such analyses can be useful for research purposes (see below) in studying complex relationships between variables and how they change over time. Yet, they lack the immediacy and simplicity required to inform staff deliberation on specific problems and issues.

But do not confuse simplicity with simple-mindedness. The myth that complex numerical manipulations somehow yield better, more "scientific" results has no place in the rationale for systemic evaluation. The power of a single percentage should not be underestimated as a stimulus for facilitating and advancing the dialogue. In this section we will first illustrate how information can be used in the process of staff inquiry. Then, in order to stress the necessity for simple, straightforward analysis, a brief primer on univariate and bivariate data tabulations will be presented.

To illustrate how simple tabulations of data can facilitate staff inquiry, we briefly recount the events of a staff meeting at one elementary school.

> A continuing issue at Nuvo Elementary School concerned curriculum balance and the role of content area specialists. Prior to this meeting it had been suggested that staff really didn't know how much time was being devoted to various subject areas in each grade levels. As an approximation to this bit of missing knowledge, staff responded to a question asking for the approximate, weekly number of hours allocated to each of 10 subject area divisions (see question #40, Teacher Survey, Curriculum and Instruction section). Since teachers at this school taught in 10 teams (of 2-3 teachers each) spread across grade levels, teams (rather then individuals) reached consensus on this item; and the 10 team responses were arrayed and presented as input to the staff meeting.
>
> Preliminary discussion began around the nature of the item itself and the difficulty of cutting up the hours of the day to correspond to the subject matter categories. Thus, to some extent, the hours indicated by teams were not realistic. Yet all teams felt that the general patterns in the data "rang true." These patterns were two-fold: (1) There were extreme imbalances in the time allocated to different content areas and (2) The nature of those imbalances were very different in different grade levels and teams. These observations fed back nicely into the major thrusts of the issue. First, what ought be the curricular balance between subject contents, should it be different at different grade levels, and, if so, how can balance be maintained in the continuum from one grade level to the next?
>
> But the original criticism of the survey question really highlighted a second thrust. How separable are content areas, and to what extent do we (and should we) teach subjects (e.g., reading, math and science) together as they naturally occur within a thematic unit (e.g., ecology)? This query, of course, raised the role of content specialists as being "outside class" resources versus being regular members of a team with special talents that can be shared with other staff as needed.

This is enough of a scenario to make our point regarding how simple (not simplistic) survey results can facilitate inquiry. It should also be noted that content validity and credibility issues were implicit in this senario and could be made explicit during the course of the inquiry.

For the purposes of illustrating what we mean by simple data tabulation, consider a hypothetical set of results for a couple of survey questions responded to by a sample of 148 parents of children at an elementary school. The questions are:

1. Students are often given the grades A, B, C, D, and FAIL to describe the quality of their work. If schools could be graded in the same way, what grade would you give to this school?
   [ ] A [ ] B [ ] C [ ] D [ ] F

2. When you have to contact the school regarding your child (or children), how quickly does the school respond to your request?

   [ ] The school usually responds quickly.
   [ ] The school responds, but after some delay.
   [ ] The school usually doesn't respond at all.
   [ ] I have never had to contact the school.

The simplest and most straightforward method of analyzing the data is to compute percentages of response to each question for the entire sample of respondents. For example, the distribution for the "grading of school" item is as follows:

TABLE 1

Grade	Number of Parents	Percent (of respondents)
A	25	17.5
B	41	28.7
C	32	22.4
D	27	18.9
F	18	12.6
missing	(5)	(3.4 of total)
total	148	

What is a particularly high (or low) response percentage? The answer is up to you and others who have some understanding of the community and the particular item in question. It is clear from the distribution that the modal grade category is "B" with almost half the parents grading the school above average. Yet, 45 individuals are quite unhappy with the schools, i.e., an estimate of almost one-third of the parent population. In the case of an ordinal variable such as this item, one can assign sequential numerical values to the response categories and compute means and standard deviations. If A = 4, B = 3, C = 2, D = 1, and F = 0, the parents of this school rate it a 2.2 (a "C+") on the typical, 4-point grading scale. Clearly, no one statistic (like the mean) can substitute for the descriptive meaning contained in the table itself. Statistics are useful summaries to facilitate further research analyses; but to facilitate further dialogue, the actual distribution of results is more useful.

Categories can be combined to highlight trends; for example, above average, average, and below average categories can be derived as follows:

TABLE 2

Grade	Number of Parents	Percent (of respondents)
Above average (A&B)	66	46.2
Average (C)	32	22.4
Below average (D&F)	45	31.5
(Missing)	(5)	(3.4 of total)

The treatment of data becomes more complex when relationships are investigated. Suppose we which to know if parents who grade the school more (or less) favorably, feel that the school is more (or less) responsive to their direct requests regarding their child. The following is a crosstabulation of the responses made to the two items in question:

TABLE 3

When you have to contact the school regarding your child (or children), how quickly does the school respond to your request?

COLUMNS

	Grade	Quickly	After Delay	Doesn't Respond	Never Contacted School	Totals
ROWS	Above average	39[a] 59.1[b]	12 18.2	10 15.2	5 7.6	66 46.2
	Average	11 34.4	8 25.0	9 28.1	4 12.5	32 22.4
	Below average	8 17.8	9 20.0	13 28.9	15 33.3	45 31.5
	Totals	58 40.6	29 20.3	32 22.4	24 16.8	143 100.0

a Number of parents
b Percentages computed based on row totals

The "totals" row and column represent the marginal distributions; thus, the row totals repeat what we have already seen in Table 2. The column totals give us a marginal analysis of the new question on school response time. For example, over half (61%) see the school as responding; slightly over a fifth see the school as not responding; and less than a fifth have never contacted the school. This still doesn't tell us, however, anything about joint response tendencies in both items. Looking inside the table, cell percentages indicate that relatively more parents who grade the school above average perceive the school as responding (especially "quickly"). Parents who grade the school average are more evenly divided on the issue. Parents who grade the school below average are relatively more prone to perceive the school as not responding or delaying in its response. (Notice also the marked tendency for these parents to be relatively more prone not to contact the school at all.)

Another kind of relationship question compares different respondent groups on the same item. Are parents, teachers and community-at-large groups similar/different in how they evaluate the school? The following table illustrate some hypothetical results:

TABLE 4

Grading of the School

Groups	Above Average	Average	Below Average	Totals
Parents	66 46.2	32 22.4	45 31.5	143 27.3
Teachers	20 66.7	8 26.7	2 6.7	30 5.7
Community-at-large	97 27.7	150 42.9	103 29.4	350 66.9
Totals	183 35.0	190 36.3	150 28.7	523 100.0

These results indicate the following trend: people most close to the school (i.e, teachers) rate the school most favorably, people directly associated with the school, (i.e., parents) rate it less favorably, and people not directly involved with the schools rate them unfavorably. (More specific comparisons between groups can be desribed for each grade category separately.)

Again, the above examples are hypothetical and are for illustrative purposes only. Many different ways exist for examining single and multi-variable (item) relationships in survey data. The best rule of thumb is to select the simplest, most straightforward analysis and tabular display which best serves your purposes and which does not equivocate the data. Although we have not used them here, other graphical displays such as bar charts and pie charts are quite useful to convey, at a glance, the imporant trends in a body of data.

We do not want to overlook, however, the possibility of doing the kind of more complex analyses that can provide useful insights into the whole schooling process. These are the kinds of analyses that are multivariate and longitudinal in nature, as suggested by the schematic shown previously in Figure 11. Such analyses will need to be conducted by persons with statistical and research experience, most likely at district or service center levels. The analyses can be both conceptionally and statistically quite complicated, especially in terms of the unit-of-analysis issues, compounded even further when data are collected and analyzed over time.

Reporting

We have already talked about the purpose and content of the results of data analyses as they may be reported to the staff. Here, we wish to comment on the process itself: who does it, how does it occur, and to whom and in what form are the results disseminated?

In discussing the idea of a comprehensive information system with teachers, principals and district staff (including superintendents), we have always been greeted with at least these two responses: (a) The idea sounds great! (b) Who's going to do it, particularly the analysis and reporting in a time frame that doesn't outstrip the relevance of the data? Teachers, students, parents, etc. have been "burned" far too often by mindless exercises of data collection (usually surveys), the results of which never see the light of day or, if they do, are presented in a useless form, in a useless setting, and/or at a useless time.

The inquiry process we have been referring to all along in this monograph overcomes the "mindlessness" of much that has gone on in the name of data collection. But there is no denying that resources are needed to carry off the plans we are outlining. We believe that most of these resources already exist in district budgets if they are willing to do a little reconfiguration of priorities and make creative use of talent already in the system. Consider, for example, this possibility for getting analyses done, and done quickly. Computer science is rapidly becoming commonplace as a recognized subject area in elementary education on up through senior high school. Data processing, statistical analyses and the like will also become commonplace skills and activities as the information sciences are woven into existing curricula. Students, then, become an excellent resource for performing the data analysis tasks, and the data analysis tasks become an excellent "hands-on" learning experience for the students.

Now, who gets the results and in what forms are they disseminated? The answers, of course, depend on the purpose of data collection and the "sophistication" of the targetted audiences. Obviously, the most important recipients of data are those involved in the inquiry effort that generated the need for data. In this case, we are of the opinion that any piece of information worth feeding through the inquiry can (and must) be communicated in a way that is understood by all involved.

However, it is also important to report results to persons who contributed information to the inquiry but are not necessarily directly involved in it. For example, some students and parents may be (and ought to be) involved in discussions on curriculum balance, but many will not. The results of key survey items can easily be disseminated to these groups through school newspapers and/or bulletins. On some of the more "burning" issues pertaining to school-community relations, perhaps administrators, teachers, parents, students, and community members should be brought together in order to hear the information and determine what courses of action they could take together. Sometimes it helps if separate meetings are held with each group first, followed by joint meetings. Various political as well as moral/ethical considerations always come into play when data of this nature are collected for the purpose of social change and improvement. It is our view, however, that improvement is a direct function of the degree of meaningful involvement of all the people concerned.

For the purposes of staff inquiry, within the school, at least two kinds of reports are envisioned: (1) a class-specific report of observation and aggregated student data within the class, targetted for the teacher of the class and (2) a school-general report containing aggregated individual, class, and school level data (as appropriate), targetted for all school staff. In Appendix B, we have included samples of class-specific and school-general feedback reports that were used in A Study of Schooling. These reports include a range of statistical reporting methods, including means, correlations, cross-tabulations, frequency distributions, etc. These reports are offered only as samples and not necessarily as examples of how data *ought* to be reported for the particular needs of a school. In fact, the school level document is probably a better illustration of what might be called a "technical report" from which relevant items could be extracted and prepared in more visually graphic terms for specific staff discussions.

In concluding this section, we note that the process of data analysis and reporting should never be regarded as a fait accompli. Each analysis, each report is only a device for furthing understanding. As such, they may suggest further analyses or reanalyses and different reporting mechanisms.

As people in a social setting, we desire closure but rarely, if ever, reach it. We must come to view our understandings as tentative but nevertheless viable bases for decision and action. Yet they must be continually tested by experience and be amenable to informed change. If this ceases to be the case, our understandings will be reduced to little more than dogma.

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APPENDIX A

Teacher Questionnaire

Secondary Student Questionnaire

Upper Elementary Questionnaire

Early Elementary Questionnaire

Parent Questionnaire

Teacher Interview

School Data Form

Staff Meeting Observation

Classroom Observation Systems

TEACHER
QUESTIONNAIRE

DEMOGRAPHIC/BIOGRAPHIC INFORMATION

General:

1. Age: __ __

2. Sex: ☐ Male ☐ Female

3. Current marital status:

☐ Single
☐ Married/Coupled

4. Number of children: __ __

5. Do you have any children living with you who are of:

	Yes	No
Pre-school age	☐	☐
Elementary school age	☐	☐
Secondary school age	☐	☐
Post-secondary school age	☐	☐

6. Which one of the following categories best describes your racial/ethic background?

☐ White/Caucasian/Anglo
☐ Black/Negro/Afro-American
☐ Oriental/Asian American
☐ Mexican American/Mexican/Chicano
☐ Puerto Rican/Cuban
☐ American Indian
☐ Other

7. What is your approximate annual income? (Include your spouse's income if married.)

☐ Less than $5,000
☐ $5,000 - $9,999
☐ $10,000 - $14,999
☐ $15,000 - $19,999
☐ $20,000 - $24,999
☐ $25,000 or more

8. During your childhood, how would you rate your family's income level?

☐ Low ☐ Middle ☐ High

9. Do you live in the same community in which this school is located?

☐ Yes ☐ No

10. a. If no, what is your best guess as to the economic level of the community in which you now live?

- ☐ A lower economic level than this school's community
- ☐ The same economic level as this school's community
- ☐ A higher economic level than this school's community

b. Is the racial makeup of the community in which you now live:

- ☐ Similar to the racial makeup of this school's community
- ☐ Different from the racial makeup of this school's community

Professional Activities

11. What is the highest academic credential that you hold? (Mark only one.)

- ☐ High school diploma
- ☐ Associate's degree/Vocational certificate
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Graduate/Professional degree [Ph.D., Ed.D., J.D., (Ll.B.), M.D., etc.]

12. Have you done any post credential work in education?

- ☐ No
- ☐ Yes; If Yes:
  - a. Has it been primarily in the area of: (Mark only one)
    - ☐ Subject matter
    - ☐ Teaching methods
    - ☐ Administration
    - ☐ Other
  - b. What was the main purpose of your post-credential work? (Mark only one)
    - ☐ To change grade levels of teaching
    - ☐ To change subject
    - ☐ To advance in the salary schedule
    - ☐ To become an administrator
    - ☐ For personal growth

13. How many years of teaching experience have you had? _____

14. In how many different schools have you worked as a regular member of the school staff?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9 or more

15. Have you taught at the following levels of schooling?

	Yes	No
Pre-school	☐	☐
Elementary	☐	☐
Middle/Junior High	☐	☐
Senior High	☐	☐
Post-secondary	☐	☐

16. For each of the following fields, please mark Yes or No, indicating whether or not: (A) you majored or minored in that field in college; (B) you have had post-credential work in that field.

	A Major or Minor		B Post-credential work	
Field	Yes	No	Yes	No
English/Reading/Language Arts	☐	☐	☐	☐
Math	☐	☐	☐	☐
Social Sciences	☐	☐	☐	☐
Physical/Natural Sciences	☐	☐	☐	☐
Computer Science	☐	☐	☐	☐
The Arts*	☐	☐	☐	☐
Foreign Language	☐	☐	☐	☐
Industrial Arts	☐	☐	☐	☐
Business Education	☐	☐	☐	☐
Home Economics	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐
Special Education	☐	☐	☐	☐

* Visual arts, crafts, music, drama/theater, dance/creative movement, creative writing, filmmaking, photography

17. How many years of administrative experience have you had in schools? ____

18. Have you worked in schools as an administrator at the following levels of schooling?

	Yes	No
Pre-school	☐	☐
Elementary	☐	☐
Middle/Junior High	☐	☐
Senior High	☐	☐
Post-secondary	☐	☐

19. a. Have you participated in any professional training programs (other than college work) during the past three years?

☐ Yes ☐ No

If Yes:

b. A list of topics is presented below. If you attended a program in which any of these topics were discussed, please indicate for each topic the group(s) which INITIATED the program.

	School Staff	District or County	Other Outside Agency
Adult group dynamics (i.e., human relations, interpersonal relationships)	☐	☐	☐
Teaching methods or strategies	☐	☐	☐
Child growth and development	☐	☐	☐
Classroom management	☐	☐	☐
Behavioral objectives/evaluation	☐	☐	☐
Curriculum development	☐	☐	☐
Computer literacy	☐	☐	☐
Cross-cultural/cross-national education	☐	☐	☐
English/Reading/Language Arts	☐	☐	☐
Math	☐	☐	☐
Social Sciences	☐	☐	☐
Physical/Natural Sciences	☐	☐	☐
The Arts (visual arts, crafts, music, drama/theater, dance/creative movement, creative writing, filmmaking, photography)	☐	☐	☐
Foreign Language	☐	☐	☐
Vocational/Career Education (shop, business education, home economics, etc.)	☐	☐	☐
Physical Education	☐	☐	☐
Other	☐	☐	☐

c. Was your participation in these programs ☐ voluntary ☐ required?

d. Are these programs generally: ☐ sought out by yourself?
☐ brought to your attention by others?

20. How many educational organizations do you belong to? ______

21. How many articles, books, reports, etc., in education have you read in the last year? ______

Professional Attitudes, Opinions, etc.

22. Do you generally feel adequately prepared to teach in the following fields?

	Yes	No
English/Reading/Language Arts	☐	☐
Math	☐	☐
Social Sciences	☐	☐
Physical/Natural Sciences	☐	☐
Computer Sciences	☐	☐
The Arts	☐	☐
Foreign Language	☐	☐
Industrial Arts	☐	☐
Business Education	☐	☐
Home Economics	☐	☐
Physical Education	☐	☐
Special Education	☐	☐
General Education	☐	☐

23. What was your primary reason for entering the education profession? (Mark only one)

- ☐ Working conditions -- hours, holidays, summer vacations, job security, time off
- ☐ Interest in subject, always wanted to be a teacher, "felt called"
- ☐ Recommended by or influenced by others, such as parents, counselors, relatives, etc.
- ☐ Inherent values in the profession; work is rewarding, enjoyable, satisfying, etc.
- ☐ Scholarship(s) or fellowship to study to become a teacher
- ☐ Like children/students/young people
- ☐ To help others, to be of service, to teach others
- ☐ Economic considerations; availability of job; unable to afford other kind(s) of training; to pay off loan, etc.
- ☐ Other

24. Looking back on your expectations before you started your present career, were those expectations fulfilled?

☐ Yes ☐ No

25. If you had it do over, would you choose education as a profession?

☐ Yes ☐ No

26. In general, how much help do you feel professional training programs are (or could be) to your own professional development?

Those initiated by:	A lot	Some	Very Little	None
School Staff	☐	☐	☐	☐
District or County	☐	☐	☐	☐
Other outside agencies	☐	☐	☐	☐

27. How much do educational organizations affect your:

	A lot	Some	Very Little	None
Working conditions	☐	☐	☐	☐
Professional growth	☐	☐	☐	☐

28. In general, how much help do you feel professional literature in education is to your own professional development?

A lot	Some	Very little	None
☐	☐	☐	☐

PERSONAL WORK ENVIRONMENT

Assignments

1. Indicate which one of the following best describes your usual teaching situation?

   ☐ Teach alone in a self-contained classroom
   ☐ Member of a teaching team
   ☐ Teach with one or more aides
   ☐ Teach alone with regular assistance from a specialist
   ☐ Teach with a student teacher
   ☐ Teach in a self-contained classroom with informal assistance from one or more teachers

2. Do you currently work in this school:

   ☐ Full time
   ☐ Part time

3. How many years have you worked in this school? ______

4. How many years have you worked for this school district? ______

5. Do you have another paying job? (Mark only one)

   ☐ Yes, during the school year only
   ☐ Yes, during the summer only
   ☐ Yes, during the entire year
   ☐ No

6. Which of the following subject areas do you currently teach?

   English/Reading/Language Arts . . . . ☐
   Math . . . . ☐
   Social Sciences . . . . ☐
   Physical/Natural Sciences . . . . ☐
   Computer Sciences . . . . ☐
   The Arts . . . . ☐
   Foreign Language . . . . ☐
   Industrial Arts . . . . ☐
   Business Education . . . . ☐
   Home Economics . . . . ☐
   Physical Education . . . . ☐
   Special Education . . . . ☐

7. What percentages of your typical work day are spent in the following activities?

teaching . . . . ___ ___ ___ %
preparation . . . . ___ ___ ___ %
other school-related . . . . ___ ___ ___ %
personal (e.g., lunch) . . . . ___ ___ ___ %
100 %

Satisfaction

8. Hypothetically, which one of the following reasons would most likely cause you to leave your present position?

- ☐ More money
- ☐ Severe staff conflict
- ☐ Higher status job
- ☐ Inadequate physical plant and materials
- ☐ Personal conflict with the administration
- ☐ Personal frustration or lack of satisfaction with my own job performance
- ☐ Difficult student population (or the characteristics of the student population)

9. Which one of your regular daily work activities do you like best and which one do you like least?
(Mark only one in each column)

	Best	Least
Teaching (actual instruction)	☐	☐
Teaching preparation (planning and preparing lessons, getting supplies, setting up rooms, etc.)	☐	☐
Disciplining students	☐	☐
Working with individual students	☐	☐
Required classroom routines (roll call, dismissal, etc.)	☐	☐
External classroom disruptions (P.A. system, students taken out of class, etc.)	☐	☐
Testing and grading	☐	☐
Required non-instructional duties (yard supervision, meetings, clerical, inventory, etc.)	☐	☐
Formal interaction with other staff members (conferring, organizing, etc.)	☐	☐
Informal interaction wit other staff members (lounge, cafeteria, etc.)	☐	☐
Interaction with parents	☐	☐

10. How much help do you feel you have in carrying out your job?

☐ Not enough   ☐ Adequate   ☐ Too much

11. In general, how satisfied are you with the current teacher evaluation system at this school?

☐ Very satisfied
☐ Somewhat satisfied
☐ Somewhat dissatisfied
☐ Very dissatisfied

12. Indicate whether or not you would like to see the following changes in the current evaluation procedures used at this school.

	Yes	No
Having different people do the evaluations	☐	☐
More frequent evaluations	☐	☐
Modified/different criteria used	☐	☐
Less frequent evaluation	☐	☐
Modified/different ways the results are communicated to you	☐	☐

13. While you are on the job, do you find that the school buildings, grounds, and facilities meet your needs:

	Yes	No
For work	☐	☐
For relaxation	☐	☐

14. How satisfied are you with each of the following areas of your planning and teaching?

	Very Satisfied	Mildly Satisfied	Mildly Dissatisfied	Very Dissatisfied
Setting goals and objectives	☐	☐	☐	☐
Use of classroom space . .	☐	☐	☐	☐
Scheduling time use	☐	☐	☐	☐
Selecting instructional materials	☐	☐	☐	☐
Evaluating students	☐	☐	☐	☐
Selecting content, topics, and skills to be taught	☐	☐	☐	☐
Grouping students for instruction	☐	☐	☐	☐
Selecting teaching techniques	☐	☐	☐	☐
Selecting learning activities	☐	☐	☐	☐

ORGANIZATIONAL WORK ENVIRONMENT

Physical Plant Ratings

1. Based upon your experience in this and other schools, how would you "grade" the following aspects of the physical environment, using the traditional* A - F scale:

	A	B	C	D	F
Buildings (structural)	☐	☐	☐	☐	☐
Grounds (design)	☐	☐	☐	☐	☐
Lighting	☐	☐	☐	☐	☐
Decor (paint, etc.)	☐	☐	☐	☐	☐
Cleanliness	☐	☐	☐	☐	☐
Space	☐	☐	☐	☐	☐
Restrooms	☐	☐	☐	☐	☐
Classrooms	☐	☐	☐	☐	☐

* A = Excellent; B = Good; C = Average; D = Poor; F = Failure

Professional Development

2. Are teachers given released time for in-service training programs?

☐ Yes ☐ No

3. What is the maximum number of released days for in-service available to teachers per year? _______

4. In how many staff development programs have you participated during the last year?

Those initiated by:
School . . . . ______
District/County . . . . ______
Other Outside Agencies . . . . . . ______

5. In general, about how often do you atttend in-service training programs?

☐ Never
☐ Once or twice per year
☐ Several times per year or more

6. In general, are the in-service programs you have attended formally evaluated?

☐ Yes ☐ No

7. Have you ever received the evaluation results of an in-service program you have attended?

☐ Yes ☐ No

8. Is it possible for you to arrange for another person to take over your class so that you can be free to prepare your own work or engage in other professional activities?

☐ Yes ☐ No

9. How often do you observe instruction in classrooms other than your own?

	Never	Once or Twice a Year	Three or more Times a Year
in this school	☐	☐	☐
in other schools	☐	☐	☐

10. Below is a list of ways in which teachers from one school might have professional contacts with teachers from other schools. Indicate how often you have each of these types of contacts.

Type of Contact	Fairly Often	Occasionally	Never
In-service classes or workshops	☐	☐	☐
College courses	☐	☐	☐
Meetings of educational organizations	☐	☐	☐
Visiting other schools or receiving visitors from other schools	☐	☐	☐
Formal conferences on specific topics	☐	☐	☐
District committees	☐	☐	☐
Local, state or national government committees	☐	☐	☐
Informally arranged consultations to share problems, ideas, materials, etc.	☐	☐	☐
Written correspondence	☐	☐	☐

11. Indicate: (1) whether or not any of the following resource people are available to you, and (2) whether or not you have consulted with any of them during the last year.

	(1) Available		(2) Consulted	
	Yes	No	Yes	No
District personnel	☐	☐	☐	☐
Intermediate educational agency/county office	☐	☐	☐	☐
Consultants for state or federal projects/agencies	☐	☐	☐	☐

Sentiments:

12. How do you feel about the amount of time (e.g., released days) that you get per year for in-service/staff development?

☐ Not enough. How many more released days would you want?______
☐ Too much. How many fewer released days would you want?______
☐ Just right.

13. In general, how would you "grade" the in-service/staff development programs you have attended over the past year in terms of their contribution to your own professional growth?

Those initiated by:	A	B	C	D	F
School	☐	☐	☐	☐	☐
District/County	☐	☐	☐	☐	☐
Other outside agencies	☐	☐	☐	☐	☐

14. Do you feel that you enough opportunities to obsere what goes on in other classrooms?

in this school? ☐ Yes ☐ No
How many times per year would you like? ______
in other schools? ☐ Yes ☐ No
How many times per year would you like? ______

15. In general, how much help do you feel professional contacts with other teachers in other schools are to your own professional development?

☐ A lot ☐ Some ☐ Very little ☐ None

16. Indicate how valuable the following help has been to you.

	Very valuable	Of moderate value	Of only a little value	Of practically no value
District personnel	☐	☐	☐	☐
Intermediate educational agency/county office	☐	☐	☐	☐
Consultants for state or federal projects, agencies	☐	☐	☐	☐

17. If the circumstances of teaching as a profession could be radically altered, how would you feel about these possibilities?

	Strongly Endorse	Mildly Endorse	Reject
a. An 11- month salaried year with 2 summer months devoted to staff development and planning.	☐	☐	☐
b. Four days per week of classroom instruction; one day per week staff develoment and planning (Students receive instruction all 5 days per week)	☐	☐	☐

18. To what extent do you feel that the following factors mitigate against quality staff development?

	To a Large Extent	To Some Extent	Not At All
Principal's attitude	☐	☐	☐
District office attitude	☐	☐	☐
Parent/community attitude	☐	☐	☐
School board attitude	☐	☐	☐
Teacher union attitude	☐	☐	☐
Your own attitude	☐	☐	☐

Contact/Communication

Activities:

19. About how many meetings of the total school staff have you attended this year?

☐ All	☐ Most
☐ Few	☐ None

20. (Secondary teachers only.) About how many meetings of your department staff have you attended this year?

☐ All	☐ Most
☐ Few	☐ None

21. For approximately what percentage of the teaching staff do you feel you know each of the following things?

a. The way they behave with students . . . . ______%
b. Their job competence . . . . ______%
c. Their educational beliefs . . . . ______%

22. Indicate: (A) How often do you talk with non-teaching professionals (e.g., guidance counselors, curriculum/special education specialists), and (B) who usually initiates these discussions?

A		B
☐ Once per day	☐ Once per month	☐ Non-teaching professional
☐ Once per week	☐ Never	☐ You

23. Indicate: (A) How often you talk with your principal for each of the following purposes and (B) who usually initiates these discussions.

	A				B	
	Once per Day	Once per Week	Once per Month (or less)	Never	Principal	You
Pupil discipline	☐	☐	☐	☐	☐	☐
Curriculum or instruction	☐	☐	☐	☐	☐	☐
Parent(s)	☐	☐	☐	☐	☐	☐
Staff relations	☐	☐	☐	☐	☐	☐
Own job/performance	☐	☐	☐	☐	☐	☐

24. Does the principal engage in formal classroom observation at this school?

☐ Yes	☐ No

25. How many times has (did) the principal observed (observe) your classroom(s):

this year? ______
last year? ______

26. Which of the following best describes the principal's feedback to you following classroom observation?

a. Feedback occurs:
- ☐ never
- ☐ sometimes, informally
- ☐ always, post-observation conversation

b. Feedback generally concerns:
- ☐ Instructional issues
- ☐ Non-instructional issues

Sentiments:

27. Would you say that your total staff meetings are usually concerned with matters that are:

- ☐ Very important to your own job
- ☐ Moderately important to your own job
- ☐ Of little importance to your own job
- ☐ Not at all important to your own job

28. (Secondary teachers only.) Would you say that your department meetings are usually concerned with matters that are:

- ☐ Very important to your own job
- ☐ Moderately important to your own job
- ☐ Of little importance to your own job
- ☐ Not at all important to your own job

29. How important do you think it is for all members of this staff to know quite a bit about what is actually being taught at different grade levels or in different departments in this school?

- ☐ Very important
- ☐ Of only little importance
- ☐ Moderately important
- ☐ Not at all important

30. In talking with your principal about each of the following issues, indicate: (A) how helpful these discussions are (or would be) and (B) how often you would like to have these discussions.

	A			B		
Purpose	Very Helpful	Somewhat Helpful	Not very Helpful	More Often	About the Same	Less Often
Pupil discipline	☐	☐	☐	☐	☐	☐
Curriculum or instruction	☐	☐	☐	☐	☐	☐
Parent(s)	☐	☐	☐	☐	☐	☐
Staff relations	☐	☐	☐	☐	☐	☐
My own job performance	☐	☐	☐	☐	☐	☐

31. To what extent do you agree or disagree with the following statements pertaining to your school's work environment:

6 = strongly agree
5 = moderately agree
4 = mildly agree
3 = mildly disagree
2 = moderately disagree
1 = strongly disagree

	6	5	4	3	2	1
(1) Staff members have all of the information they need to have in order to do their jobs well	☐	☐	☐	☐	☐	☐
(2) Information is shared between teachers from different departments, teams, or grade levels	☐	☐	☐	☐	☐	☐
(3) The principal knows the problems faced by the staff	☐	☐	☐	☐	☐	☐
(4) Staff members don't listen to each other	☐	☐	☐	☐	☐	☐
(5) Meetings are usually dominated by a few individuals	☐	☐	☐	☐	☐	☐
(6) Information is shared between teachers within the same department, team, or grade level	☐	☐	☐	☐	☐	☐
(7) The principal frequently seeks out the ideas of staff members	☐	☐	☐	☐	☐	☐
(8) Staff members feel free to communicate with the principal	☐	☐	☐	☐	☐	☐
(9) Staff members have vaguely defined roles	☐	☐	☐	☐	☐	☐
(10) Goals and priorities for this school are clear	☐	☐	☐	☐	☐	☐
(12) My work objectives are very clear and specific; I know exactly what I am to do as a staff member	☐	☐	☐	☐	☐	☐
(13) The principal lets staff members know what is expected of them	☐	☐	☐	☐	☐	☐
(14) The role of the principal is clearly understood by staff members	☐	☐	☐	☐	☐	☐

Problems/Problem-Solving/Decision-Making

Activities:

32. School staffs may work on problems in a total group effort, or they may tackle problems in subgroups. Think about the way your staff usually works on problems. Which one of the following statements best describes the way your school staff works?

☐ This staff works on most problems as a total group.
☐ Most problems are dealt with in subgroups of staff members.
☐ Problems are dealt with nearly equally as often both as a total group and in subgroups.

33. In the past year, how many hours of staff interaction time has been devoted to establishing and for reinforcing a procedure or process for solving problems at this school? ____ ____

34. If you were to envision the typical problem-solving process at this school, how would you allocate percentages of time spent to the following categories:

Problem focused:	
Dialogue	___ ___ ___%
Decision-making	___ ___ ___%
Action-taking	___ ___ ___%
Evaluation	___ ___ ___%
Non-problem focussed activities	___ ___ ___%
	100%

Sentiments:

35. Below is a list of things that could be problems at any school.

(A) For each one, indicate the extent to which you think it is a problem at this school.

(B) Choose the one biggest problem at this school. (Mark only one)

	A			B
	Not a problem	Minor Problem	Major Problem	THE ONE Biggest Problem
a. Student misbehavior	☐	☐	☐	☐
b. Poor curriculum	☐	☐	☐	☐
c. Prejudice/Racial conflict	☐	☐	☐	☐
d. Drug/Alcohol use	☐	☐	☐	☐
e. Poor teacher or teaching	☐	☐	☐	☐
f. School too large/Classes overcrowded	☐	☐	☐	☐
g. Teachers don't dicipline students	☐	☐	☐	☐
h. Busing for integration	☐	☐	☐	☐
i. Inadequate or inappropriate distribution of resources (e.g., personnel, buildings, equipment, and materials)	☐	☐	☐	☐
j. The administration at this school	☐	☐	☐	☐
k. Lack of student interest (poor school spirit, don't want to learn)	☐	☐	☐	☐

	A			B
	Not a problem	Minor Problem	Major Problem	THE ONE Biggest Problem
l. Federal, state or local policies and regulations that interfere with education	[ ]	[ ]	[ ]	[ ]
m. Desegregation	[ ]	[ ]	[ ]	[ ]
n. Lack of parent interest/ support	[ ]	[ ]	[ ]	[ ]
o. Lack of staff interest in good school-community relations	[ ]	[ ]	[ ]	[ ]
p. Student language problems	[ ]	[ ]	[ ]	[ ]
q. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	[ ]	[ ]	[ ]	[ ]
r. Staff relations	[ ]	[ ]	[ ]	[ ]
s. Standards for graduation and academic requirements	[ ]	[ ]	[ ]	[ ]
t. Vandalism	[ ]	[ ]	[ ]	[ ]

36. How many members of this staff do you think are spending a lot of the time and effort on those problems which you marked as major?

0% 10% 33% 67% 90% 100%

Very Few	Some	Moderate Number	Considerable Number	Almost All
[ ]	[ ]	[ ]	[ ]	[ ]

37. What do you think are the chances for success in solving those problems which you marked as major?

[ ] Very good chance
[ ] About 50-50
[ ] Very little chance

38. How often do important problem-solving activities occur in staff meetings?

Always	Fairly Often	Occasionally	Very Little	Never
[ ]	[ ]	[ ]	[ ]	[ ]

39. To what extent do you agree or disagree with the following statements pertaining to your school's work environment:

6 = strongly agree
5 = moderately agree
4 = mildly agree
3 = mildly disagree
2 = moderately disagree
1 = strongly disagree

	6	5	4	3	2	1
(1) When decisions are made, it is usually clear what needs to be done to carry them out	☐	☐	☐	☐	☐	☐
(2) People do a good job of examining a lot of alternative solutions to problems before deciding to try one	☐	☐	☐	☐	☐	☐
(3) The principal usually makes most of the important decisions that affect this school	☐	☐	☐	☐	☐	☐
(4) People are involved in making decisions which affect them	☐	☐	☐	☐	☐	☐
(5) When a problem comes up, this school has viable procedures for working on it	☐	☐	☐	☐	☐	☐
(6) The staff usually makes most of the important decisions that affect this school	☐	☐	☐	☐	☐	☐
(7) I feel that I can have input regarding important decisions that affect me	☐	☐	☐	☐	☐	☐
(8) We solve problems; we don't just talk about them	☐	☐	☐	☐	☐	☐
(9) The principal usually consults with other staff members before he/she makes decisions that affect them	☐	☐	☐	☐	☐	☐
(10) The staff makes good decisions and solves problems well	☐	☐	☐	☐	☐	☐
(11) If I have a school-related problem, I feel there are channels open to try to get the problem resolved	☐	☐	☐	☐	☐	☐
(12) The principal uses group meetings to solve important school problems	☐	☐	☐	☐	☐	☐
(13) It is often unclear as to who can make decisions	☐	☐	☐	☐	☐	☐
(14) After decisions are made, nothing is usually done about them	☐	☐	☐	☐	☐	☐
(15) Decisions are made by people who have the most adequate and accurate information	☐	☐	☐	☐	☐	☐
(16) Problems are recognized and worked on; they are not allowed to slide	☐	☐	☐	☐	☐	☐
(17) Conflicts between the principal and one or more staff members are not easily resolved	☐	☐	☐	☐	☐	☐
(18) The principal tries to deal with conflict constructively; not just "keep the lid on."	☐	☐	☐	☐	☐	☐
(19) Conflicts are almost always avoided, denied, or suppressed	☐	☐	☐	☐	☐	☐
(20) Conflicts are almost always accepted as necessary and desirable	☐	☐	☐	☐	☐	☐

	6	5	4	3	2	1
(21) When conflicts occur between the staff members, they handle them constructively rather than destructively	☐	☐	☐	☐	☐	☐
(22) The principal helps staff members settle their differences	☐	☐	☐	☐	☐	☐
(23) The principal sets priorities, makes plans, and sees that they are carried out.	☐	☐	☐	☐	☐	☐
(24) In faculty meetings, there is the feeling of "let's get things done."	☐	☐	☐	☐	☐	☐
(25) The staff is task oriented; there is little wasted time and jobs get completed.	☐	☐	☐	☐	☐	☐
(26) The principal sees to it that staff members perform their tasks well.	☐	☐	☐	☐	☐	☐
(27) Staff members maintain high standards of performance for themselves.	☐	☐	☐	☐	☐	☐
(28) Staff meetings are generally reserved for important matters -- not trivial ones	☐	☐	☐	☐	☐	☐
(29) Routine duties interfere with the job of teaching.	☐	☐	☐	☐	☐	☐
(30) Other staff members help me find ways to do a better job	☐	☐	☐	☐	☐	☐
(31) The principal helps staff members to improve their performance	☐	☐	☐	☐	☐	☐
(32) Activities and schedules are sensibly organized	☐	☐	☐	☐	☐	☐
(33) Necessary materials, personnel, etc., are readily available as needed by the staff.	☐	☐	☐	☐	☐	☐
(34) Excessive rules, administrative details, and red tape make it difficult to get things done	☐	☐	☐	☐	☐	☐
(35) The staff is continually evaluating its programs and activities and attempting to change them for the better.	☐	☐	☐	☐	☐	☐
(36) Teachers prefer the "tried and true"; they see no reason to seek new ways of teaching and learning.	☐	☐	☐	☐	☐	☐
(37) The principal encourages teachers to experiment with their teaching.	☐	☐	☐	☐	☐	☐
(38) Teachers are continually learning and seeking new ideas	☐	☐	☐	☐	☐	☐
(39) The principal would be willing to take a chance on a new idea.	☐	☐	☐	☐	☐	☐
(40) Teachers encourage each other to experiment with their teaching	☐	☐	☐	☐	☐	☐
(41) Teachers would be willing to take a chance on a new idea	☐	☐	☐	☐	☐	☐
(42) The principal is continually learning; seeking new ideas	☐	☐	☐	☐	☐	☐
(43) Staff members are tolerant of each others opinions even if those opinions are different from their own.	☐	☐	☐	☐	☐	☐

	6	5	4	3	2	1
(44) The principal has a strong need for order and certainty; he/she has little tolerance for ambiguity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(45) Staff members are flexible; they can reconsider their positions on issues and are willing to change their minds	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(46) The staff has a strong need for order and certainty; they have little tolerance for ambiguity	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(47) The principal could accept staff decisions even if he/she were not to agree with them.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

40. Which of the following statements do you believe to be generally true or false regarding formal efforts at school improvement?

	True	False	?
(1) We have systematic ways of assessing the areas in need of improvement	[ ]	[ ]	[ ]
(2) We have specific plans for school improvement, but they do not match our needs.	[ ]	[ ]	[ ]
(3) We have specific plans for school improvement that meet our needs	[ ]	[ ]	[ ]
(4) We have systematic ways of assessing our progress in school improvement	[ ]	[ ]	[ ]
(5) We have enough time to carry out our school improvement activities.	[ ]	[ ]	[ ]

Influence, Control and Leadership

(Note: Nearly every item here and elsewhere that refers directly to the principal, can be included in a general construct such as "Principal Leadership".)

41. How much control do you have overall in how you carry out your own job?

[ ] Complete
[ ] A lot
[ ] Some
[ ] Little
[ ] None

42. Is the amount of control that you have over job:

[ ] Less than you like to have
[ ] About the amount you like to have
[ ] More than you like to have

43. Below is a list of people and organizations who might make decisions for this school.

FOR EACH PERSON OR ORGANIZATION	FIRST: How much influence does each NOW HAVE in making decisions for this school?			SECOND: How much influence do you think each SHOULD HAVE?		
	A lot of influence	Some influence	No influence	A lot of influence	Some influence	No influence
Parent-teacher organization	☐	☐	☐	☐	☐	☐
Teachers at this school	☐	☐	☐	☐	☐	☐
Community at large	☐	☐	☐	☐	☐	☐
School District Superintendent	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐
Principal	☐	☐	☐	☐	☐	☐
School Advisory Council	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
School Board members	☐	☐	☐	☐	☐	☐
Teachers' unions and associations	☐	☐	☐	☐	☐	☐
City lawmakers	☐	☐	☐	☐	☐	☐
State lawmakers	☐	☐	☐	☐	☐	☐
Federal lawmakers	☐	☐	☐	☐	☐	☐
Special interest groups	☐	☐	☐	☐	☐	☐

44. To what extent do you agree or disagree with the following statements pertaining to your school's work environment:

6 = strongly agree
5 = moderately agree
4 = mildly agree
3 = mildly disagree
2 = moderately disagree
1 = strongly disagree

	6	5	4	3	2	1
(1) I feel like I always have to "go along with the group" in this school	☐	☐	☐	☐	☐	☐
(2) The principal is reluctant to allow staff members any freedom of action	☐	☐	☐	☐	☐	☐
(3) It is possible for teachers to deviate from prescribed curricula for the school	☐	☐	☐	☐	☐	☐
(4) Staff members can do their work in the way they think is best	☐	☐	☐	☐	☐	☐

45. The responsibilities that teachers have vary from school to school. Sometimes these responsibilities are small in number, sometimes they are large in number. Below is a list of some of the things about which teachers may help make decisions. Please indicate how much influence the teachers at your school have in decisions made about each of the following:

	A lot of influence	Some influence	No influence
(1) Changes in curriculum.	☐	☐	☐
(2) Instructional methods that are used in classrooms.	☐	☐	☐
(3) Standards of pupil behavior in their own classrooms	☐	☐	☐
(4) Standards of pupil behavior in halls and on playground.	☐	☐	☐
(5) Daily schedule in their own classroom.	☐	☐	☐
(6) Daily school schedule for students	☐	☐	☐
(7) Special behavior problems with individual pupils.	☐	☐	☐
(8) Special all school affairs, such as open house, assemblies, etc.	☐	☐	☐
(9) Committing the staff to participate in special projects or innovations	☐	☐	☐
(10) Community relations policy	☐	☐	☐
(11) School publications.	☐	☐	☐
(12) Unusual problems that affect the whole school	☐	☐	☐
(13) Time of staff meetings	☐	☐	☐
(14) Content of staff meetings.	☐	☐	☐
(15) The way in which staff meetings are conducted.	☐	☐	☐
(16) Arrangements for parent conferences.	☐	☐	☐
(17) Assignments for teacher duties outside of classrooms (yard duty, etc.).	☐	☐	☐
(18) Planning social gatherings of school staff.	☐	☐	☐
(19) Standards of dress for pupils.	☐	☐	☐
(20) Standards of dress for staff	☐	☐	☐
(21) Assigning pupils to classes.	☐	☐	☐
(22) Assigning teachers to classes.	☐	☐	☐
(23) Ways of reporting pupil progress to parents.	☐	☐	☐
(24) Preparing the school budget.	☐	☐	☐
(25) Managing the funds available for instructioanl purposes	☐	☐	☐
(26) Selecting volunteer teaching assistants	☐	☐	☐
(27) Selecting paid teaching assistants	☐	☐	☐
(28) Selecting part-time teachers for the school staff	☐	☐	☐

(29) Selecting full-time teachers for the school staff	☐	☐	☐
(30) Evaluating the performance of teaching assistants.	☐	☐	☐
(31) Evaluating the performance of full-time teachers	☐	☐	☐
(32) The dismissal and/or transfer of teachers	☐	☐	☐
(33) Selecting administrative personnel to be assigned to the school	☐	☐	☐

46. Listed below are five reasons generally given by people when they are asked why they do the things their superiors suggest or want them to do. Please read all five carefully. Then number them according to their importance to you as reasons for doing the things your principal suggests or wants you to do. Give rank "1" to the most important factor, "2" to the next, etc. (Check only one box for each reason, making sure that you do not give the same rank to more than one reason)

I do the things my principal suggests or wants me to do because:

	RANK				
a. I admire the principal for personal qualities, and I want to act in a way that merits the principal's respect and admiration	☐	☐	☐	☐	☐
b. I respect the principal's competence and good judgment about things with which he/she is more experienced than I	☐	☐	☐	☐	☐
c. The principal can give special help and benefits to those who cooperate.	☐	☐	☐	☐	☐
d. The principal can apply pressure or penalize those who do not cooperate.	☐	☐	☐	☐	☐
e. The principal has a legitimate right, in that position, to expect that the suggestions he/she gives will be carried out.	☐	☐	☐	☐	☐

47. Indicate how descriptive the following attributes are of the principle at your school:

	Very Descriptive	Somewhat Descriptive	Not at all Descriptive
(1) Strong in leadership.	☐	☐	☐
(2) Clear in communication.	☐	☐	☐
(3) Committed to instructional improvement	☐	☐	☐
(4) Rewards work well-done.	☐	☐	☐
(5) Provides feedback	☐	☐	☐
(6) Promotes staff development.	☐	☐	☐
(7) Believes in accountability.	☐	☐	☐
(8) Sets realistic standards.	☐	☐	☐

	Very Descriptive	Somewhat Descriptive	Not at all Descriptive
(9) Personally involved in school improvement	☐	☐	☐
(10) Enthusiastic in spirit	☐	☐	☐

Staff Relationship

Activities:

48. (Note: This item provides the necessary data for a sociometric analysis of staff work patterns.)

For the following task, consider the word "staff" to mean all teachers, administrators and other non-teaching professionals.

In the overall performance of their job, staff members may be formally assigned to work together (such as teaching or administrative teams), or they may work together in informal ways, or they may work primary on their own.

In the overall of YOUR job, with whom do YOU work most closely? Please list no more than five staff members (teachers, administrators, or other non-teaching professionals), and check whether you work with them "formally" or "informally" as described above.

	Formally	Informally
1) ______________	☐	☐
2) ______________	☐	☐
3) ______________	☐	☐
4) ______________	☐	☐
5) ______________	☐	☐

If you do not work closely with anyone else on the staff, please check here: ☐

49. How often do you meet informally with other staff members in the "staff lounge"?

☐ Frequently ☐ Sometimes ☐ Seldom ☐ Never

50. Do you usually eat lunch

☐ by yourself?
☐ with other staff?

51. How many fairly good personal friends in each of the following categories would you say you have in this school?

	0	1-2	3-5	6-9	10+
a. Teachers	☐	☐	☐	☐	☐
b. Administrators	☐	☐	☐	☐	☐
c. Non-teaching staff members	☐	☐	☐	☐	☐

Sentiments:

52. To what extent do you agree or disagree with the following statements pertaining to your school's work environment:

6 = strongly agree	3 = mildly disagree
5 = moderately agree	2 = moderately disagree
4 = mildly agree	1 = strongly disagree

	6	5	4	3	2	1
(1) The administrator(s) and teachers collaborate in making the school run effectively.	☐	☐	☐	☐	☐	☐
(2) The principal encourages "team work.".	☐	☐	☐	☐	☐	☐
(3) The staff can easily mobilize to cope with unusual problems or work demands.	☐	☐	☐	☐	☐	☐
(4) There is a great deal of cooperative effort among staff members	☐	☐	☐	☐	☐	☐
(5) There is an "every person for themselves" attitude	☐	☐	☐	☐	☐	☐
(6) Staff members are recognized for a job well done.	☐	☐	☐	☐	☐	☐
(7) The principal inspires staff members to work hard.	☐	☐	☐	☐	☐	☐
(8) Most people who are teaching in this school find their job rewarding in other than monetary ways	☐	☐	☐	☐	☐	☐
(9) Staff members create a highly reinforcing environment, rewarding each other for their efforts.	☐	☐	☐	☐	☐	☐
(10) There are opportunities for advancement for staff members who work hard at this school	☐	☐	☐	☐	☐	☐
(11) Conditions in this school motivate staff members to work hard	☐	☐	☐	☐	☐	☐
(12) Staff members support and encourage the principal.	☐	☐	☐	☐	☐	☐
(13) There is always someone in this school I can count on	☐	☐	☐	☐	☐	☐
(14) Staff members support and encourage each other.	☐	☐	☐	☐	☐	☐
(15) The principal's behavior toward the staff is supportive and encouraging.	☐	☐	☐	☐	☐	☐
(16) Staff members never get support and encouragement.	☐	☐	☐	☐	☐	☐

	6	5	4	3	2	1
(17) A friendly atmosphere prevails among the staff members.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(18) The principal looks out for the personal welfare of staff members	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(19) There is no real interest in the welfare and happiness of those who work here	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(20) New staff members are made to feel welcome and part of the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(21) I think the staff members care about me as a person.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(22) Teachers from one department, team, or grade level have personal respect for those from other departments, teams, or grade levels	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(23) Staff members are proud to be working in this school.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(24) The morale of staff members is rather low.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(25) I usually look forward to each working day at this school	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(26) In general, it is a waste of time for me to try to do my very best.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(27) Staff members have a high degree of commitment to their jobs.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(28) The staff members trust the principal.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(29) In my work group (e.g., team, department, grade level), we trust each other a great deal	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(30) The principal trusts the staff members	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(31) When the principal acts as a spokesperson for this school, he/she can be trusted to fairly represent the needs and interests of the staff	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(32) There are several staff members whom I don't really trust very much	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(33) Staff members don't really trust each other enough	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(34) Staff members frequently discuss how they feel about each other.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(35) There are cliques of teachers who make it difficult to have an open climate.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

CURRICULUM & INSTRUCTION

Notes:

(a) A number of questions categorized elsewhere for different reasons could also be categorized here as well. See, for example, question 45 above.

(b) Many of the following questions could be asked in general and also in reference to a particular class and/or a particular subject matter; those requiring separate formats are so-indicated.

(c) Most question are appropriate for both elementary and secondary levels; those requiring separate formats are so-indicated.

Goals, Objectives and Expectations:

1. Indicate: (A) whether specific goals/objectives exist in writing at your school for each subject area; (B) if you have them; and (C) if you use them. (Note: Secondary teachers will respond only to the subject(s) they usually teach.)

	Do they exist?			Do you have Them?		Do you use them?		
Subject	Yes	No	?	Yes	No	Often	Sometimes	Never
English/Reading/ Language Arts	☐	☐	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐	☐	☐	☐
The Arts*	☐	☐	☐	☐	☐	☐	☐	☐
Foreign Language	☐	☐	☐	☐	☐	☐	☐	☐
Vocational/Career Education	☐	☐	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐	☐	☐

*Visual arts, crafts, music, drama/theater,dance/movement, film, photography

2. Over the past school year, about how many hours have you spent with other staff in work sessions dealing specifically with goals and objectives for studnet learning? ___ ___ ___

3. Schools usually provide education in a variety of areas. However, some areas may be more important at one school than at another.

As far as you can tell, how important does THIS SCHOOL think each of the following areas is for the education of students at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. SOCIAL DEVELOPMENT (instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops student' awareness and appreciation of our own and other (cultures)	☐	☐	☐	☐
b. INTELLECTUAL DEVELOPMENT (Instruction in basic skills in mathematics, reading, and written and verbal communication, and in critical thinking and problem-solving abillities)	☐	☐	☐	☐
c. PERSONAL DEVELOPMENT (Instruction which builds self-confidence, creativity, ability to think independently, and self discipline.	☐	☐	☐	☐
d. VOCATIONAL DEVELOPMENT (Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives.	☐	☐	☐	☐

4. Which one do you think receives the most emphasis at this school? (Please mark ONLY ONE.)

☐ Social Development
☐ Intellectual Development
☐ Personal Development
☐ Vocational Development

5. Regardless of how you answered the previous questions, how important do YOU THINK each of these should be at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. Social Development	☐	☐	☐	☐
b. Intellectual Development	☐	☐	☐	☐
c. Personal Development	☐	☐	☐	☐
d. Vocational Development	☐	☐	☐	☐

6. If you had to choose only one, which do YOU THINK this school should emphasize? (Please mark ONLY ONE.)

☐ Social Development
☐ Intellectual Development
☐ Personal Development
☐ Vocational Development

7. How much do you agree or disagree with each of the following statements about behaviorally stated instructional objectives?

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Objectives should not be determined in advance	☐	☐	☐	☐
They assist me in evaluating student progress	☐	☐	☐	☐
They are difficult to use	☐	☐	☐	☐
They are built into the instructional program I use	☐	☐	☐	☐
They don't reflect what I'm trying to do	☐	☐	☐	☐
They take too much time to prepare	☐	☐	☐	☐
They assist students in knowing what expected of them	☐	☐	☐	☐
They are too hard to write	☐	☐	☐	☐
They are too simplistic to be of value	☐	☐	☐	☐
They help me know what and how to teach	☐	☐	☐	☐
They are more appropriate for some subjects than others	☐	☐	☐	☐
They help me evaluate my own teaching	☐	☐	☐	☐
They can be used by others to evaluate my own teaching	☐	☐	☐	☐
They can be used by others to evaluate me unfairly	☐	☐	☐	☐
Keeping records of student attainment is too time consuming	☐	☐	☐	☐

8. What is your estimate of the percentage of teachers in this school who believe that nearly all (say, 4/5ths or more) students can master basic skills with the proper instruction? ___ ___ ___%

9. What is your estimate of the percentage of teachers in this school who believe that student achievement is limited by student characteristics (e.g. economic status, ethnicity, etc.)? ___ ___ ___%

10. On a scale of 1 to 10, where would you place the average staff expectation level for student achievement at this school?

[1] [2] [3] [4] [5] [6] [7] [8] [9] [10]

Extremely Low — Extremely High

11. How realistic do you feel this expectation level to be?

☐ Unrealistic and too optimistic
☐ Unrealistic and too pesimistic
☐ Realistic

12. What percentage of students do you usually expect to complete adequately your course (class) objective? ___ ___ ___%

(Elementary teachers may need to answer this for each content area.)

(Elementary) What percentage of students does the staff at this school usually expect to master basic skills at each grade level? ___ ___ ___%

13. (Secondary) What percentage of students does the staff at this school usually expect to graduate from senior high school? ___ ___ ___%

14. What is your opinion on the following issues:

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(1) Average students don't get enough attention at this school	☐	☐	☐	☐
(2) Students should be able to leave school as early as age fourteen if they can pass a standard examination	☐	☐	☐	☐
(3) Students are graded too hard at this school	☐	☐	☐	☐
(4) Too many students are allowed to graduate from this school without learning very much	☐	☐	☐	☐
(5) Students of both sexes get an equally good education at this school	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(6) All high school students should be required to pass a standard examination to get a high school diploma	☐	☐	☐	☐
(7) Students are graded too easy at this school	☐	☐	☐	☐
(8) Students of all races get an equally good education at this school	☐	☐	☐	☐
(9) High school students should have job experience as part of their school program	☐	☐	☐	☐
(10) What students are learning in this school is useful for what they need to know NOW.	☐	☐	☐	☐
(11) What students are learning in this school will be useful for what they will need to know LATER in life.	☐	☐	☐	☐

Instructional Planning:

15. How many paid hours of planning and preparation do you get per week planning and preparing materials for each of the week for the class(es) that you teach? ___ ___

16. Is this amount of time adequate?
☐ Yes
☐ No, I need ___ ___ additional hours per week.

17. (Elementary) approximately how much time do you usually spend per week planning and preparing materials for each of the subject areas that you are teaching this year?

	Hours Per Week					
	0-1	2-3	4-6	7-10	11-15	16 or more
English/Reading/Language Arts	☐	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐	☐
The Arts	☐	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐	☐

18. (Secondary) Approximately how much time do you usually spend per week planning and preparing material for this class? (Class must be specified in format.)

☐ 0-1 hours
☐ 2-3 hours
☐ 4-6 hours
☐ 7-10 hours
☐ 11-15 hours
☐ 16 or more hours

19. (Elementary) For each of the following subjects:

	Are you teaching it this year?		For the subject(s) that you are teaching, do you teach it primarily as a single subject or primarily in conjunction with other subject(s)	
	Yes	No	As a single subject	With other subjects
Reading	☐	☐	☐	☐
Language Arts	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐
Science	☐	☐	☐	☐
Computer Science	☐	☐	☐	☐
Art	☐	☐	☐	☐
Music	☐	☐	☐	☐
Foreign Language	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐

20. How much influence do each of the following have on what you teach in this class?

	A Lot	Some	Little	None
District consultants	☐	☐	☐	☐
State or district recommended textbooks	☐	☐	☐	☐
State curriculum guides	☐	☐	☐	☐
District curriculum guides	☐	☐	☐	☐
Commercially prepared materials	☐	☐	☐	☐
Your own background, interest, and experience	☐	☐	☐	☐
Other teachers	☐	☐	☐	☐
Students' interests and abilities	☐	☐	☐	☐
Parent Advisory Council	☐	☐	☐	☐
State equivalency exams	☐	☐	☐	☐
Teachers' Unions	☐	☐	☐	☐

21. In defining the content of what you teach in this class, do you rely primarily upon:

☐ the textbook(s)
☐ collection of material from different sources
☐ your own materials

(Elementary teachers may need to respond to 20 and 21 in reference to each subject they teach.)

22. How useful is the content of this class for what your students need to know now?

☐ Very useful
☐ Somewhat useful
☐ Somewhat useless
☐ Very useless

23. How useful is the content of this class for what your students will need to know later in life?

☐ Very useful
☐ Somewhat useful
☐ Somewhat useless
☐ Very useless

Instructional Materials:

(Note: The following item needs to be tailored to the specific subject matter(s) of interest by adding/deleting various materials. Elementary teachers may respond to one or more content areas: Secondary teachers may respond with reference to one or more classes/periods.)

24. Listed below are some things that might be used in instruction in this subject. Indicate (A) their availability; (B) how often you use them; and (C) how useful you think each is (or would be) for student learning.

	Available?			How often?			How useful?		
	Yes	No	?	Frequently	Sometimes	Never	Very	Somewhat	Not at all
(1) Textbooks	☐	☐	☐	☐	☐	☐	☐	☐	☐
(2) Other books	☐	☐	☐	☐	☐	☐	☐	☐	☐
(3) Work sheets	☐	☐	☐	☐	☐	☐	☐	☐	☐
(4) Films, Film strips, or slides	☐	☐	☐	☐	☐	☐	☐	☐	☐
(5) Learning Kits	☐	☐	☐	☐	☐	☐	☐	☐	☐
(6) Games or simulations	☐	☐	☐	☐	☐	☐	☐	☐	☐
(7) Newspapers or magazines	☐	☐	☐	☐	☐	☐	☐	☐	☐

25. How often does each of the following interfere with your classroom teaching?

	Always or most of the time	Often	Not Very Often	Hardly ever or never
Budget	☐	☐	☐	☐
Availability of materials or equipment	☐	☐	☐	☐
Quality of materials or equipment	☐	☐	☐	☐
Maintenance of equipment	☐	☐	☐	☐
Space and facilities	☐	☐	☐	☐

Classroom Activities:

(Note: See previous note; the same modifications would be made here for activities.)

26. Listed below are some things students might do when learning this subject. Indicate: (A) how often they do them and (B) how useful you think each is (or would be) for student learning.

		How often?			How useful?		
	Activity	Frequently	Sometimes	Never	Very	Somewhat	Not at all
(1)	Listen to me when I talk	☐	☐	☐	☐	☐	☐
(2)	Watch me when I demonstrate how to do something.	☐	☐	☐	☐	☐	☐
(3)	Go on field trips.	☐	☐	☐	☐	☐	☐
(4)	Do research and write reports, stories, or poems	☐	☐	☐	☐	☐	☐
(5)	Listen to student reports.	☐	☐	☐	☐	☐	☐
(6)	Listen to speakers who come to class.	☐	☐	☐	☐	☐	☐
(7)	Have class discussions	☐	☐	☐	☐	☐	☐
(8)	Build or draw things	☐	☐	☐	☐	☐	☐
(9)	Look at films, filmstrips, or slides.	☐	☐	☐	☐	☐	☐
(10)	Do problems or write answers to questions	☐	☐	☐	☐	☐	☐
(11)	Take tests or quizzes.	☐	☐	☐	☐	☐	☐
(12)	Make films or recordings	☐	☐	☐	☐	☐	☐
(13)	Act things out	☐	☐	☐	☐	☐	☐
(14)	Read for fun or interest	☐	☐	☐	☐	☐	☐
(15)	Read for information	☐	☐	☐	☐	☐	☐
(16)	Interview people	☐	☐	☐	☐	☐	☐
(17)	Do projects or experiments that are already planned	☐	☐	☐	☐	☐	☐
(18)	Do projects or experiments that students plan	☐	☐	☐	☐	☐	☐
(19)	Use computers.	☐	☐	☐	☐	☐	☐

Teaching Strategies

(Note: See previous note; modifications would need to be made here in terms of how various levels of the cognitive taxonomy would be operationalized depending upon content.)

27. Listed below are some ways that a teacher might have students learn in this subject. Indicate: (A) how often you have students use these ways and; (B) how useful they are (or would be) for student learning.

	How often?			How useful?		
Strategy	Frequently	Sometimes	Never	Very	Somewhat	Not at all
(1) Remember facts, dates, words, names, places, rules, or operations	☐	☐	☐	☐	☐	☐
(2) Do number problems	☐	☐	☐	☐	☐	☐
(3) Tell in their own words what they have read, seen or heard	☐	☐	☐	☐	☐	☐
(4) Use what they learn to solve problems	☐	☐	☐	☐	☐	☐
(5) Make up their own stories, plays, poems, or problems	☐	☐	☐	☐	☐	☐
(6) Tell how stories, people, ideas, problems or rules are the same or different	☐	☐	☐	☐	☐	☐
(7) Do experiments, take things apart, or create new things	☐	☐	☐	☐	☐	☐
(8) Decide what is good about their projects or performances, what needs to be made better, and why	☐	☐	☐	☐	☐	☐

28. To what extent do you agree or disagree with the following statements:

6 = strongly agree
5 = moderately agree
4 = mildly agree
3 = mildly disagree
2 = moderately disagree
1 = strongly disagree

	6	5	4	3	2	1
(1) Learning is essentially a process of increasing one's store of information about the various basic fields of knowledge	☐	☐	☐	☐	☐	☐
(2) Before students are encouraged to exercise independent thought they should be thoroughly grounded in facts and rules about basic subjects	☐	☐	☐	☐	☐	☐
(3) The teaching of basic skills and subject matter is the most important function of the school	☐	☐	☐	☐	☐	☐

	6	5	4	3	2	1
(4) Student initiation and participation in planning classroom activities are essential to the maintenance of an effective classroom atmosphere	☐	☐	☐	☐	☐	☐
(5) When students are allowed to participate in the choice of activities, discipline problems are generally averted.	☐	☐	☐	☐	☐	☐
(6) When given a choice of activities, most students select what is best for them.	☐	☐	☐	☐	☐	☐
(7) Student motivation is greatest when students can gauge their own progress	☐	☐	☐	☐	☐	☐
(8) Students are motivated to do better work when they fell free to move around the room while class is in session	☐	☐	☐	☐	☐	☐
(9) There is too great an emphasis on keeping order in most classrooms	☐	☐	☐	☐	☐	☐
(10) An orderly classroom is the major prerequisite to effective learning.	☐	☐	☐	☐	☐	☐
(11) Students must be kept busy or they soon get into trouble	☐	☐	☐	☐	☐	☐
(12) Students need and should have more supervision than they usually get	☐	☐	☐	☐	☐	☐
(13) In the interest of good discipline, students who repeatedly disrupt the class must be firmly punished.	☐	☐	☐	☐	☐	☐
(14) Proper control of a class is amply demonstrated when the students work quitely while the teacher is out of the room	☐	☐	☐	☐	☐	☐
(15) Good teacher-student relations are enhanced when it clear that the teacher, not the students, is in charge of classroom activities.	☐	☐	☐	☐	☐	☐

29. In general, what percentage of time do you allocate to

directed learning . . . ___%
learning by discovery . ___%
100%

30. Is there a written policy concerning homework at this school?

☐ Yes ☐ No

31. Is the policy regarding homework communicated in writing to

	Yes	No	?
students?	☐	☐	☐
parents?	☐	☐	☐
teachers?	☐	☐	☐

32. Approximately how much time do you expect students in this class to spend on homework each day for this class?

☐ None
☐ About half an hour
☐ About one hour
☐ About two hours
☐ More than two hours

(Elementary teachers may be asked to respond separately for each subject.)

33. What percentage of students in your class typically complete your homework assignments? ___%

34. How do you feel generally about the amount of homework assigned to students in this school?

☐ Too little
☐ Too much
☐ About right

Assessment:

35. Are there regular formal (written or oral) presentations to the staff of each of the following kinds of student test results?

	Yes	No	?
Commerically developed standardized achievement tests.	☐	☐	☐
State developed achievement tests.	☐	☐	☐
District-developed criterion referenced tests.	☐	☐	☐
Competency-based tests	☐	☐	☐
Teacher-made tests	☐	☐	☐

36. Over the past school year, about how many hours have you spend with other staff in work sessions dealing specifically with each of the following kinds of test results:

	# Hours
Commerically developed standardized achievement tests.	___
State developed achievement tests.	___
District-developed criterion refrerenced tests.	___

	# Hours
Competency-based tests	__ __
Teacher-made tests	__ __

37. For each of the following kinds of tests, indicate how useful you find them for (A) evaluating the quality or effectiveness of your school, (B) diagnosing student learning problems and (C) improving you teaching effectiveness.

	Usefulness for:								
	School Evaluation			Student Diagnosis			Teacher Improvement		
	Very	Somewhat	Not at all	Very	Somewhat	Not at all	Very	Somewhat	Not at all
Commerically developed, standardized achievement tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐
State developed achievement tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐
District-developed criterion referenced tests .	☐	☐	☐	☐	☐	☐	☐	☐	☐
Competency-based tests. . . .	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher-made tests.	☐	☐	☐	☐	☐	☐	☐	☐	☐

38. Listed below are some ways teachers obtain information to determine student progress. Indicate how often you use each way in this class and how useful you think each one is or would be in helping you to evaluate students in this subject.

	How often?			How useful?		
	Frequently	Sometimes	Never	Very	Somewhat	Not at all
(1) Have students take written tests or quizzes . .	☐	☐	☐	☐	☐	☐
(2) Have students make projects or do reports. . .	☐	☐	☐	☐	☐	☐
(3) Have students perform or show how to do something	☐	☐	☐	☐	☐	☐
(4) Have students turn in classwork or homework. .	☐	☐	☐	☐	☐	☐

(Elementary teachers may respond to this question for each subject that they teach.)

39. For each of the following types of information about students, how frequently do you use it and how useful do you (or would you) find it to be?

	How often?			How useful?		
	Frequently	Sometimes	Never	Very	Somewhat	Not at all
(1) Teacher-made tests	☐	☐	☐	☐	☐	☐
(2) Test accompanying textbook or kit materials	☐	☐	☐	☐	☐	☐
(3) Standardized achievement tests	☐	☐	☐	☐	☐	☐
(4) Criterion-referenced tests	☐	☐	☐	☐	☐	☐
(5) Aptitude/Ability tests	☐	☐	☐	☐	☐	☐
(6) Diagnostic tests	☐	☐	☐	☐	☐	☐
(7) Teacher observation of student performance and behavior	☐	☐	☐	☐	☐	☐
(8) Teacher analysis of student classwork	☐	☐	☐	☐	☐	☐
(9) Student performance and behavior in previous classes	☐	☐	☐	☐	☐	☐
(10) Student preferences	☐	☐	☐	☐	☐	☐
(11) Student grade level	☐	☐	☐	☐	☐	☐

40. (Elementary) on the average, approximately how many hours per week do most of your students receive instruction in each of the following subjects? Include in your estimate all instruction that your students receive from you, other teachers with whom you might team teach, specialists, and other school personnel.

	Hours Per Week
Reading	__ __
Language Arts	__ __
Mathematics	__ __
Social Studies	__ __
Science	__ __
Computer Science	__ __
Art	__ __
Music	__ __
Foreign Language	__ __
Physical Education	__ __

41. On the average, approximately what percentage of class time each day is spent on the following?

	%
Daily routines (getting started, passing out materials, taking attendance, making announcements, messages, intercom, preparing to leave)	__ __ __
Instruction	__ __ __
Getting students to behave	__ __ __
Remainder (e.g., social interaction)	__ __ __
	100%

42. How much influence does each of the following sources have on how time is allocated to class instruction? How much should they have?

Source	Influence they NOW have			Influence they SHOULD have		
	A lot	Some	None	A lot	Some	None
Principal	☐	☐	☐	☐	☐	☐
District	☐	☐	☐	☐	☐	☐
State	☐	☐	☐	☐	☐	☐
School Board	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
School staff (as a group)	☐	☐	☐	☐	☐	☐
Individual teacher (or teacher team)	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐

43. Do you feel that you could use class time more effectively for learning and instruction if you had more instructional planning time?

☐ Definitely Yes ☐ Perhaps ☐ Probably NOT

44. How do you know when students are actively engaged in learning?

Type of Evidence	How Useful?		
	Very	Somewhat	Not at all
Eye contact	☐	☐	☐
The way you structure class time	☐	☐	☐
The practice work you assign during class	☐	☐	☐
Student performance on this practice work	☐	☐	☐
Summary test results	☐	☐	☐

Space/Physical Environment:

45. Is there enough space in your classroom(s) for instructional purposes?

☐ Yes ☐ No

46. Is the space in your classroom(s) easily arranged and rearranged for different instructional purposes?

☐ Yes ☐ No

47. How would you rate the following aspects of your classroom(s)?

	Good	Fair	Poor
Structural/Physical appearance	☐	☐	☐
Lighting	☐	☐	☐
Ventilation	☐	☐	☐
Climate control	☐	☐	☐
Teacher/Student-made decor	☐	☐	☐

48. How much freedom do you have for making physical alterations in your classroom?

☐ A lot ☐ Some ☐ Little or none

Grouping and Individualization:

49. Check the box which most closely approximates the percentage of time you individualize instruction in each of the following ways.

	Never or Almost Never	Not Very Often	A Moderate Amount	Often	Always or Almost Always
	0% – 10%	10% – 33%	33% – 67%	67% – 90%	90% – 100%
	☐	☐	☐	☐	☐
Use of different objectives for different students	☐	☐	☐	☐	☐
Use of different contents for different students	☐	☐	☐	☐	☐
Use of different activities for different students	☐	☐	☐	☐	☐
Use of different instructional methods for different students	☐	☐	☐	☐	☐
Use of different grouping arrangements for different students	☐	☐	☐	☐	☐
Use of different time schedules for different students	☐	☐	☐	☐	☐

50. Listed below are three ways students can work when learning this subject. Indicate how often students work in each way in this class and how useful you think each one is or would be for student learning in this subject.

How Often?					How Useful?			
Always or most of the time	Often	Not very often	Never		Very useful	Somewhat useful	Somwhat useless	Very useless
☐	☐	☐	☐	Alone	☐	☐	☐	☐
☐	☐	☐	☐	With a small group	☐	☐	☐	☐
☐	☐	☐	☐	With the whole class	☐	☐	☐	☐

(Elementary teachers may answer this question for each subject they teach.)

51. (Secondary) How would you describe this class in terms of student variations in ability?

☐ Low track (i.e., fairly homogeneous and low in ability)
☐ Middle track (i.e., fairly homogeneous and average in ability)
☐ High track (i.e., fairly homogeneous and high in ability)
☐ Heterogeneous (i.e., mixture of two or more ability levels)

52. (Elementary) Do you use homogeneous ability grouping methods when you teach:

reading/language arts?

☐ Yes ☐ No

If Yes: Which of the following best describes this practice?

☐ Long-term, i.e., group membership is pretty much fixed over several units or more

☐ Short-term, i.e., group membership is fixed only for one or two units

☐ Fluid, i.e., membership can change even daily or weekly depending on individual needs

mathematics?

☐ Yes ☐ No

If Yes: Which of the following best describes this practice?

☐ Long-term

☐ Short-term

☐ Fluid

53. How frequently do you use cooperative learning* techniques in your classroom?

☐ Often ☐ Seldom ☐ Never

*Small heterogeneous ability group of students working together on a common task towards understanding and mastery for all members.

54. How do you feel about the instructional use of cooperative learning techniques?

	Definitely YES	Perhaps	Probably NOT
(1) They help			
(a) low ability students	☐	☐	☐
(b) average ability students	☐	☐	☐
(c) high ability students	☐	☐	☐
(2) They hinder			
(a) low ability kids	☐	☐	☐
(b) average abiitiy kids	☐	☐	☐
(c) high ability kids	☐	☐	☐
(3) They are difficult to implement in the classroom	☐	☐	☐
(4) They create additional discipline and control problems	☐	☐	☐
(5) They are too time consuming	☐	☐	☐

55. For approximately what percentage of students in this class are the materials and content in this subject appropriate, according to each of the following criteria?

	100% or Almost All	About 75%	About 50%	About 25%	0% or Almost None
Ability level of students	☐	☐	☐	☐	☐
Ethnic or cultural background of students	☐	☐	☐	☐	☐
Interests of students	☐	☐	☐	☐	☐

(Elementary teachers may respond to this question for each subject they teach.)

Overall Curriculum and Instruction Ratings:

55. How much control do you feel you have over decisions about each of the following areas of your planning and teaching?

	Complete	A lot	Some	Little	None
Setting goals and objectives	☐	☐	☐	☐	☐
Use of classroom space	☐	☐	☐	☐	☐
Scheduling time use	☐	☐	☐	☐	☐

55. cont.

	Complete	A lot	Some	Little	None
Scheduling instructional materials	☐	☐	☐	☐	☐
Evaluating students	☐	☐	☐	☐	☐
Selecting content, topics and skills to be taught	☐	☐	☐	☐	☐
Grouping students for instruction	☐	☐	☐	☐	☐
Selecting teaching techniques	☐	☐	☐	☐	☐
Selecting learning activities	☐	☐	☐	☐	☐

56. How satisfied are you with each of the following areas of your planning and teaching?

	Very Satisfied	Mildly Satisfied	Mildly Dissatisfied	Very Dissatisfied
Setting goals and objectives	☐	☐	☐	☐
Use of classroom space	☐	☐	☐	☐
Scheduling time use	☐	☐	☐	☐
Selecting instructional materials	☐	☐	☐	☐
Evaluating students	☐	☐	☐	☐
Selecting content, topics and skills to be taught	☐	☐	☐	☐
Grouping students for instruction	☐	☐	☐	☐
Selecting teaching techniques	☐	☐	☐	☐
Selecting learning activities	☐	☐	☐	☐

57. How would you grade this school in terms of the job it is doing in providing quality education in each of the following areas?

	A	B	C	D	F
Basic Skills (Reading, Math, Oral and Written Language)	☐	☐	☐	☐	☐
Career Preparation (Skills related to selecting vocations and professions and in getting and keeping a job)	☐	☐	☐	☐	☐
Human Relations (Ability to work with and get along with others)	☐	☐	☐	☐	☐
Critical and Independent Thinking (Skills in thinking, problem solving, making decisions)	☐	☐	☐	☐	☐
Humanities (Knowledge of and background in history, foreign languages, philosophy and the arts)	☐	☐	☐	☐	☐
Sciences (Understanding of the physical and life sciences)	☐	☐	☐	☐	☐
Responsibility (Ability to behave responsibly in interacting with others and in making decisions)	☐	☐	☐	☐	☐

57. cont.

	A	B	C	D	F
Life skills and Attitudes (Understanding essentials in dealing with adult living, e.g., background in consumer awareness, parenting skills, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]
Health (Understanding and habits relative to maintaining physical and emotional well being)	[ ]	[ ]	[ ]	[ ]	[ ]
The Arts (Painting, drawing, crafts, music. drama, dance, photography, filmmaking	[ ]	[ ]	[ ]	[ ]	[ ]

58. Overall, how would you grade the teachers in this school in terms of their

	A	B	C	D	F
capability?	[ ]	[ ]	[ ]	[ ]	[ ]
training?	[ ]	[ ]	[ ]	[ ]	[ ]
class performance?	[ ]	[ ]	[ ]	[ ]	[ ]

59. Overall, how would you grade this school in terms of the following:

	A	B	C	D	F
Setting goals and objectives	[ ]	[ ]	[ ]	[ ]	[ ]
Use of classroom space	[ ]	[ ]	[ ]	[ ]	[ ]
Use of time	[ ]	[ ]	[ ]	[ ]	[ ]
Use of instructional materials	[ ]	[ ]	[ ]	[ ]	[ ]
Evaluating students	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting content, topics, and skills to be taught	[ ]	[ ]	[ ]	[ ]	[ ]
Dealing with student variation	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting teaching techniques.	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting learning activities.	[ ]	[ ]	[ ]	[ ]	[ ]
Coordinating curriculum across grades or within departments	[ ]	[ ]	[ ]	[ ]	[ ]
Maintaining academic standards	[ ]	[ ]	[ ]	[ ]	[ ]
Dealing with student discipline	[ ]	[ ]	[ ]	[ ]	[ ]
Maintaining high expectations for student progress	[ ]	[ ]	[ ]	[ ]	[ ]
Principal involvement in curriculum and instruction	[ ]	[ ]	[ ]	[ ]	[ ]

TEACHER-STUDENT RELATIONS

1. In general, how descriptive are the following attributes in characterizing the quality of teacher-student relationships at your school? On the left, evaluate the role of teachers; on the right, the role of students.

Teachers				ATTRIBUTE	Students			
Extremely Descriptive	Reasonably Descriptive	Barely Descriptive	Not at All Descriptive		Extremely Descriptive	Reasonably Descriptive	Barely Descriptive	Not at All Descriptive
☐	☐	☐	☐	Friendly	☐	☐	☐	☐
☐	☐	☐	☐	Trustworthy	☐	☐	☐	☐
☐	☐	☐	☐	Interested	☐	☐	☐	☐
☐	☐	☐	☐	Supportive	☐	☐	☐	☐
☐	☐	☐	☐	Helpful	☐	☐	☐	☐
☐	☐	☐	☐	Knowledgeable	☐	☐	☐	☐
☐	☐	☐	☐	Flexible	☐	☐	☐	☐
☐	☐	☐	☐	Confident	☐	☐	☐	☐
☐	☐	☐	☐	Motivated	☐	☐	☐	☐
☐	☐	☐	☐	Communicative	☐	☐	☐	☐
☐	☐	☐	☐	Cooperative	☐	☐	☐	☐
☐	☐	☐	☐	Responsible	☐	☐	☐	☐
☐	☐	☐	☐	Alienated	☐	☐	☐	☐
☐	☐	☐	☐	Aloof	☐	☐	☐	☐
☐	☐	☐	☐	Resistant	☐	☐	☐	☐
☐	☐	☐	☐	Scared	☐	☐	☐	☐
☐	☐	☐	☐	Rigid	☐	☐	☐	☐
☐	☐	☐	☐	Uninformed	☐	☐	☐	☐
☐	☐	☐	☐	Uncaring	☐	☐	☐	☐
☐	☐	☐	☐	Cliquish	☐	☐	☐	☐

2. How frequently does this school organized major teacher-student activities/events such as ballgames, picnics, fundraisers, etc.?

☐ more than once a semester
☐ once a semester
☐ once a year
☐ never

3. How often do you participate in these activities/events?

☐ more than once a semester
☐ once a semester
☐ once a year
☐ never

STUDENT RELATIONS

1. In general, how descriptive are the following attributes in characterizing the quality of student-to-student interactions at your school?

Attribute	Extremely Descriptive	Reasonably Descriptive	Barely Descriptive	Not at All Descriptive
Friendly	☐	☐	☐	☐
Trustworthy	☐	☐	☐	☐
Interested	☐	☐	☐	☐
Supportive	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Knowledgeable	☐	☐	☐	☐
Flexible	☐	☐	☐	☐
Confident	☐	☐	☐	☐
Motivated	☐	☐	☐	☐
Communicative	☐	☐	☐	☐
Cooperative	☐	☐	☐	☐
Responsible	☐	☐	☐	☐
Alienated	☐	☐	☐	☐
Aloof	☐	☐	☐	☐
Resistant	☐	☐	☐	☐
Scared	☐	☐	☐	☐
Rigid	☐	☐	☐	☐
Uninformed	☐	☐	☐	☐
Uncaring	☐	☐	☐	☐
Cliquish	☐	☐	☐	☐

2. Which group do you think are the most popular students at this school?

☐ Athletes
☐ Members of gangs
☐ Smart students
☐ Members of student government
☐ Good-looking students
☐ Wealthy students

3. What would your guess be as to the percentage of students who participate in the following extra-curricular activities at school?

Sports teams . . . . ____%
Special interest clubs . . . . ____%
Student government . . . . ____%
Music, drama, other arts . . . . ____%
Honor society. . . . . ____%
School/community service . . . . ____%

SCHOOL-COMMUNITY RELATIONS

(Note: Most of the questions to follow will be worded to apply only to parents. However, depending upon your needs, the phrases "community members," "parents/community," etc. could be easily substituted.)

1. Below is a list of sources from which parents can get information about their children's school.

FOR EACH SOURCE

	FIRST: Do you think it would be USEFUL for parents, even if it is not used by this school?		SECOND: Indicate whether or not this school communicates with parents in this way.		
	Yes	No	Yes	No	?
Parent-teacher conferences (required or requested)	☐	☐	☐	☐	☐
Report cards	☐	☐	☐	☐	☐
Written progress reports	☐	☐	☐	☐	☐
Open House/Back to school night	☐	☐	☐	☐	☐
PTA meetings	☐	☐	☐	☐	☐
Advisory Council meetings	☐	☐	☐	☐	☐
Principal	☐	☐	☐	☐	☐
Teachers (other than parent-teacher conferences)	☐	☐	☐	☐	☐
Counselors	☐	☐	☐	☐	☐
Secretaries	☐	☐	☐	☐	☐
School Board meetings	☐	☐	☐	☐	☐
Grapevine	☐	☐	☐	☐	☐
Newspapers	☐	☐	☐	☐	☐
Radio or television	☐	☐	☐	☐	☐
Their child (children)	☐	☐	☐	☐	☐
Other students	☐	☐	☐	☐	☐
School newsletters/bulletin	☐	☐	☐	☐	☐
Handbook	☐	☐	☐	☐	☐
Other parents	☐	☐	☐	☐	☐

2. Below is a list of some types of information this school may have about students.

FOR EACH SOURCE

	FIRST: Do you think it would be USEFUL for parents, even if you do not report this information to them?		SECOND: Indicate whether or not you report this information to parents.		
	Yes	No	Yes	No	?
Attendance	☐	☐	☐	☐	☐
Behavior at school	☐	☐	☐	☐	☐

2. cont.

FOR EACH SOURCE	FIRST: Do you think it would be USEFUL for parents, even if you do not report this information to them?		SECOND: Indicate whether or not you report this information to parents.		
	Yes	No	Yes	No	?
Physical health	☐	☐	☐	☐	☐
Results of state or district tests	☐	☐	☐	☐	☐
Grades/Learning progress	☐	☐	☐	☐	☐
Work habits and study skills	☐	☐	☐	☐	☐
Child's interests	☐	☐	☐	☐	☐

3. How often do you make specific requests of parent for their support and help at home with respect to the following areas? How often do you feel they make genuine efforts to comply with these requests?

	Requests?			Compliance?		
	Frequently	Sometimes	Not at All	Frequently	Sometimes	Not at All
Attendance	☐	☐	☐	☐	☐	☐
Homework	☐	☐	☐	☐	☐	☐
Behavior	☐	☐	☐	☐	☐	☐
Remedial work	☐	☐	☐	☐	☐	☐

4. To the extent that parents are not involved, indicate whether or not you think each of the following is a major reason.

	Yes	No	?
Baby sitting/Child care	☐	☐	☐
Lack of transportation to get to the school	☐	☐	☐
Principal's and teachers' attitudes	☐	☐	☐
Conflict with their working hours	☐	☐	☐
Their belief that it is the job of the principal and the teachers to run the school	☐	☐	☐
Different languages spoken by the school people and parent	☐	☐	☐
Lack of information on involvement opportunities	☐	☐	☐
Too many other things to do	☐	☐	☐

5. If these problems interferring with parent involvement were somehow significantly reduced in magnitude, do you think parents would become involved?

☐ Definitely YES ☐ Perhaps ☐ Probably NOT

6. Please indicate how frequently you come in contact with parents in each of the following ways.

	Frequently	Sometimes	Seldom	Never
Planned after school activities (athletic events, dances)	☐	☐	☐	☐
Community activities (churches, clubs)	☐	☐	☐	☐
Social activities	☐	☐	☐	☐
Parents wroking in the school or classroom	☐	☐	☐	☐
PTA meetings	☐	☐	☐	☐
Advisory Council meetings	☐	☐	☐	☐
School Board meetings	☐	☐	☐	☐
Classroom visits	☐	☐	☐	☐
Parent-teacher conferences	☐	☐	☐	☐
Open-house events	☐	☐	☐	☐

7. What percentage of the parents would you estimate typically attend:

%

PTA meetings? . . . . ___%

Your scheduled parent-teacher conferences? . . . . ___%

Open-house events? . . . . ___%

8. Does your school support the use of parent volunteers as classroom aides?

☐ YES ☐ No ☐ ?

If YES: (a) What is your estimate of the percentage of parents so participating? _____%

(b) What is your estimate of the percentage of teachers open to this kind of parent participation? _____%

9. In general, when you have to contact a parent regarding his/her child, how quickly does the parent respond to your request?

- ☐ Parents usually respond quickly
- ☐ Parents usually respond, but after some delay
- ☐ Parents do not respond at all
- ☐ I have not contacted any parents

10. Some parents feel they know a great deal about what goes on at their child's (or chidlren's) schools; some feel they know just a moderate amount; and some feel they really know very little. In general, how much do you think parents know about this school?

- ☐ A great deal
- ☐ A moderate amount
- ☐ Very little

11. Below is a list of ways in which parents might participate in school activities.

FOR EACH WAY

	FIRST: How IMPORTANT do you think it is for parents to participate?			SECOND: Do you think that parents are participating in these ways at this school?		
	Very Important	Somewhat Important	Not at all Important	Yes	No	?
Acting as classroom aide or volunteer	☐	☐	☐	☐	☐	☐
Serving as a PTA Board member	☐	☐	☐	☐	☐	☐
Attending adult education classes	☐	☐	☐	☐	☐	☐
Serving as Advisory Council member	☐	☐	☐	☐	☐	☐
Attending PTA meetings	☐	☐	☐	☐	☐	☐
Acting as guest speaker	☐	☐	☐	☐	☐	☐
Helping at special events	☐	☐	☐	☐	☐	☐
Attending meetings to discuss local political issues	☐	☐	☐	☐	☐	☐
Attending meetings to discuss other community problems	☐	☐	☐	☐	☐	☐

12. Below is a list of areas about which parents may or may not advise and/or help make decisions for this school.

FOR EACH OF THESE AREAS

	FIRST: Do parents advise and/or help make decisions for this school?		SECOND: If they do not, do you think they SHOULD?	
	Yes	No	Yes	No
Hiring and firing teachers	☐	☐	☐	☐
Standards for student behavior	☐	☐	☐	☐
The way students are graded	☐	☐	☐	☐
How the school budget is spent	☐	☐	☐	☐
What textbooks are used	☐	☐	☐	☐
What subjects are taught	☐	☐	☐	☐
How subjects are taught	☐	☐	☐	☐
Hiring and firing administrators	☐	☐	☐	☐
Ways the school and community work together	☐	☐	☐	☐
Setting teacher salaries	☐	☐	☐	☐
After-school programs for children	☐	☐	☐	☐
After-school programs for adults	☐	☐	☐	☐

(Note: See also question #43 in the "work environment" section above.)

13. Below is a list of services or activities that may or may not be available for parents and other community members at this school.

FOR EACH SERVICE OR ACTIVITY	FIRST: Is it presently available at this school?			SECOND: Whether or not it is presently available, do you think it SHOULD BE?	
	Yes	No	I don't know	Yes	No
Child care services	☐	☐	☐	☐	☐
Senior citizen programs	☐	☐	☐	☐	☐
Enrichment and recreation classes for adults	☐	☐	☐	☐	☐
*Recreation programs	☐	☐	☐	☐	☐
Literacy and high school completion courses	☐	☐	☐	☐	☐
Legal services	☐	☐	☐	☐	☐
Family guidance and counseling	☐	☐	☐	☐	☐
*Arts programs	☐	☐	☐	☐	☐
Community meetings to solve local problems	☐	☐	☐	☐	☐
*Health and medical services	☐	☐	☐	☐	☐
Lists of job and volunteer opportunities	☐	☐	☐	☐	☐
List of social, cultural and recreational activities available to the area	☐	☐	☐	☐	☐
Calendar of political events (zoning hearings, city council meetings)	☐	☐	☐	☐	☐

*Other then exists at present for students as part of the regular day program.

14. Within the past year or two, have parents had serious objections to any films, books, or other learning materials that you have used at this school, for any of the following reasons?

	Yes	No
Political beliefs	☐	☐
Theory of evolution	☐	☐
Sex education	☐	☐
Religious beliefs	☐	☐
Attitudes toward women and their role	☐	☐
Too little emphasis on minority groups	☐	☐
Ways in which minority groups are protrayed	☐	☐
Too much emphasis on minority groups	☐	☐
Sexually explicit reading material	☐	☐

15. In your opinion, what percentage of the parent population at this school would you assign to each of the following categories?

Active supporters of the school . . . . .____%
Active critics of the school . . . . .____%
Non-active parents . . . . .____%

16. To what extent to you agree or disagree with each of the following statements about your school, the community and education in general?

(Notes: (a) A pot pourri of issues/problems are included here, many of which can (and have) been categorized elsewhere, and most of which can be asked of parents to effect a comparison of teacher-parent attitudes.

(b) Repsonse scale: 4- or 6-point agreement such as "strongly agree," "mildly agree," "mildly disagree," "strongly disagree."

(c)REMEMBER: What questions you choose should depend upon what issues/problems people concerned with your school think are important.)

1. Most of the teachers at this school are doing a good job . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
2. Schools should be desegregated . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
3. What students are learning in school is useful for what they need to know NOW . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
4. What students are learning in school will be useful for what they will need to know LATER in life . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
5. Many teachers at this school are prejudiced . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
6. Girls get a better education than boys at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
7. Students should be bused to achieve desegregation . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
8. Drug abuse is a problem at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
9. I would publicly support busing to achieve desegregation . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
10. Many teachers at this school don't care about students . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
11. Many students at this school are prejudiced . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
12. Student violence is a problem at this school . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
13. Boys get a better education than girls at this school . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]
14. Students of all races get an equally good education at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

15. High school students should have job experience as part of their school program . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

16. There are other places in this community where students could be taught, but this school does not make use of them . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

17. High schools should provide smoking area for students . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

18. It would be all right with me to allow prayers in this school [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

19. The teaching staff in all schools should be desegregated . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

20. Many students at this school dont care about learning . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

21. Average students don't get enough attention at this school [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

22. Alcohol use by students is a problem at this school . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

23. Too many students are allowed to graduate from this school without learning very much . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

24. Physical punishment for discipline purposes should be allowed in this school . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

25. Teachers should have the right to strike . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

26. The Advisory Council makes important decisions about the educational program at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

27. At this school students are usually placed in the classes which are best for them . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

28. Students at this school receive a lot of individual attention from their teachers . . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

29. Teachers are not paid enough at this school . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

30. Students are graded too hard at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

31. It is good to have students of different ages and/or grades in the same classroom . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

32. Property taxes are the best way to finance education . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

33. The counseling service at this school is adequately meeting students' needs . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

34. Vandalism is a major problem at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

35. This school should spend more time teaching things like art, music, and drama . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

36. All high school students should be required to pass a standard examination to get a high school diploma . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

37. The only time most parents visit schools is when their children are in trouble . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

38. Advisory Council members represent the views of most of the parents at this school. . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

39. Every citizen should pay for the support of public education [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

40. Teachers' unions or associations should be able to bargain about things like class size, curriculum, and teaching methods . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

41. I usually vote in favor of school boards . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

42. Students should be able to leave school as early as age fourteen if they can pass a standard examination . . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

43. Students are graded too easy at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

44. Not enough money is spent for education at this school . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

45. This school is doing a good job of teaching students about the political and economic systems of other countries . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

46. Student government is a waste of time . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

47. Parents should have a say in what is taught in this school . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

48. The library resources at this school are adequately meeting students' needs . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

49. I sometime fear for my own safety at this school . . . . . [ ] . [ ] . [ ] . [ ] . [ ] . [ ]

SECONDARY
STUDENT
QUESTIONNAIRE

DEMOGRAPHIC/BIOGRAPHIC INFORMATION

1. Age: ___ ___

2. Sex: [ ] Male [ ] Female

3. Grade: ___ ___

4. Which one of the following categories best describes you racial/ethnic background?

[ ] White/Caucasian/Anglo
[ ] Black/Negro/Afro-American
[ ] Oriental Asian American
[ ] Mexican American/Mexican/Chicano
[ ] Puerto Rican/Cuban
[ ] American Indian
[ ] Other

ASPIRATIONS & SELF-CONCEPT

1. Mark the ONE box that best completes each of the following sentences.

	A. If I could do anything I want, I would like to...	B. I think my parents would like me to...	C. Actually I will probably...
...Quit school as soon as possible	☐	☐	☐
...Finish high school	☐	☐	☐
...Go to trade or technical school	☐	☐	☐
...Go to junior college	☐	☐	☐
...Go to a 4-year college or university	☐	☐	☐
...Go to graduate school after college	☐	☐	☐
...Don't know	☐	☐	☐

General Self-Concept:

The following sentences describe some of the ways in which people might think about themselves.

Read each of the following sentences carefully and mark the circle that tells how much it is like you.

Note: Students may need more explicit instructions such as the following:

Please read the following practice sentence and mark the box that tells how much you agree or disagree with the sentence.

PRACTICE	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
I am good at art	☐	☐	☐	☐

If you marked "Strongly Agree," you're saying that you are very good at art. If you marked "Mildly Agree," you're saying that you are OK at art. If you marked "Mildly Disagree," you're saying that you are not too good at art. If you marked "Strongly Disagree," you're saying that you are very poor at art.

Remember, if you have any questions or have trouble reading any of the words, please raise your hand.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
2. At times I think I'm no good at all.	☐	☐	☐	☐
3. There are lots of things about myself I'd change if I could.	☐	☐	☐	☐
4. I'm pretty sure of myself.	☐	☐	☐	☐
5. I wish I were someone else.	☐	☐	☐	☐
6. I can make up my own mind about things.	☐	☐	☐	☐
7. I get upset easily when I'm scolded.	☐	☐	☐	☐
8. I like the way I look.	☐	☐	☐	☐
9. I worry a lot about things.	☐	☐	☐	☐
10. I feel good most of the time.	☐	☐	☐	☐
11. I am a happy person.	☐	☐	☐	☐
Self-Concept in Relation to Peers:				
12. I'm easy to like.	☐	☐	☐	☐
13. I'm popular with kids my own age.	☐	☐	☐	☐
14. Kids usually follow my ideas.	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
15. Most people are better liked than I am.	☐	☐	☐	☐
16. Kids often pick on me.	☐	☐	☐	☐
17. I'm a lot of fun to be with.	☐	☐	☐	☐
18. It is hard for me to make friends.	☐	☐	☐	☐
19. I have no real friends.	☐	☐	☐	☐

Academic Self-Concept:

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
20. I'm not doing as well as I'd like to in school.	☐	☐	☐	☐
21. I am a good reader.	☐	☐	☐	☐
22. I feel like giving up when I can't do my schoolwork.	☐	☐	☐	☐
23. I'm proud of my schoolwork.	☐	☐	☐	☐
24. I'm good at math.	☐	☐	☐	☐
25. I'm doing the best work that I can.	☐	☐	☐	☐
26. I am able to do schoolwork at least as well as most other students.	☐	☐	☐	☐
27. Schoolwork is just too hard for me.	☐	☐	☐	☐
28. My grades are not good enough.	☐	☐	☐	☐
29. I'm always making mistakes in my schoolwork.	☐	☐	☐	☐

SCHOOL CLIMATE & LEARNING ENVIRONMENT

Physical Plant

1. How much do the following words describe your school grounds, buildings hallways, classrooms, and so forth?

	Very Much	Pretty Much	Only A Little bit	Not at All
Clean	☐	☐	☐	☐
Pretty	☐	☐	☐	☐
Noisy	☐	☐	☐	☐
Too hot (in summer)	☐	☐	☐	☐
Too cold (in winter)	☐	☐	☐	☐
Easy to get around	☐	☐	☐	☐
Ugly	☐	☐	☐	☐
Dirty	☐	☐	☐	☐
Quiet	☐	☐	☐	☐
Dangerous	☐	☐	☐	☐
Tidy	☐	☐	☐	☐
Lots of space	☐	☐	☐	☐

Human Relations:

2. How much do the following words describe the principal at your school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Has high hopes for us	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talks to us	☐	☐	☐	☐
Lets us talk to him/her	☐	☐	☐	☐
Doesn't care about us	☐	☐	☐	☐
Interesting	☐	☐	☐	☐
Funny	☐	☐	☐	☐
Admits when he/she is wrong	☐	☐	☐	☐
Stupid	☐	☐	☐	☐
Prejudiced	☐	☐	☐	☐

3. Does the principal know your name when (or she) sees you outside your classrooms? ☐ Yes ☐ No

4. Does the principal say hello to you when he (or she) sees you outside your classrooms? ☐ Yes ☐ No.

5. How much do the following words describe most of the teachers at this school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Have high hopes for us	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talks to us	☐	☐	☐	☐
Lets us talk to them	☐	☐	☐	☐
Doesn't care about us	☐	☐	☐	☐
Interesting	☐	☐	☐	☐
Know how to teach	☐	☐	☐	☐
Funny	☐	☐	☐	☐
Admits when they are wrong	☐	☐	☐	☐
Stupid	☐	☐	☐	☐
Prejudice	☐	☐	☐	☐
Have their favorites	☐	☐	☐	☐
Do a good job	☐	☐	☐	☐

6. How much do the following words describe most of the counselors in this school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Have high hopes for us	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talks to us	☐	☐	☐	☐
Lets us talk to them	☐	☐	☐	☐
Doesn't care about us	☐	☐	☐	☐
Interesting	☐	☐	☐	☐
Know how to teach	☐	☐	☐	☐
Funny	☐	☐	☐	☐
Admits when they are wrong	☐	☐	☐	☐
Stupid	☐	☐	☐	☐
Prejudice	☐	☐	☐	☐
Have their favorites	☐	☐	☐	☐
Do a good job	☐	☐	☐	☐

7. The most popular students in this school are.
(Mark only one)

- ☐ Athletes
- ☐ Members of gangs
- ☐ Smart students
- ☐ Members of student government
- ☐ Good-looking students
- ☐ Wealthy Students

8. I participate in the following things at school:

	Yes	No
a. Sports teams.	☐	☐
b. Special interest clubs.	☐	☐
c. Student government.	☐	☐
d. Music, drama, other arts.	☐	☐
e. Honor society	☐	☐
f. School or community service activities	☐	☐

9. How much do the following words describe how you feel about most of the students at this school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly.	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Have high hopes	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean.	☐	☐	☐	☐
Talk to each other.	☐	☐	☐	☐
Care about each other	☐	☐	☐	☐

	Very Much	Pretty Much	Only A Little bit	Not at All
Interesting	☐	☐	☐	☐
Cruel	☐	☐	☐	☐
Good students	☐	☐	☐	☐
Prejudiced.	☐	☐	☐	☐
Stupid.	☐	☐	☐	☐
Have their own favorite friends	☐	☐	☐	☐

10. There may be a lot of things you like about this school, but if you had to choose the one best thing, which one of the following would it be? First read through the list, and then mark the circle next to the one you think is the best thing about this school.
(Mark only the one best thing)

☐ Fair rules and regulations
☐ My friends
☐ The classes I'm taking
☐ Teachers
☐ Little or no prejudice or racial conflict
☐ The variety of class offerings
☐ Sports activities
☐ Extracurricular activities other than sports
☐ The campus, buildings, and equipment
☐ Good student attitudes (friendly, good school spirit, cooperative)
☐ The principal and other people in the office who run the school
☐ Nothing

Problems:

11. Below is a list of things which may be problems at this school.

FIRST: To what extent do you think each is a problem at this school. . THEN. . → SECOND: If you had to choose the one biggest problem at this school which would it be? (Please mark ONLY ONE)

Not a Problem	Minor Problem	Major Problem		Biggest Problem
☐	☐	☐	a. Student misbehavior (fighting, stealing, gangs, truancy, etc.)	☐
☐	☐	☐	b. Poor courses or not enough different subjects offered	☐
☐	☐	☐	c. Prejudice/Racial conflict	☐
☐	☐	☐	d. Drug/Alcohol use	☐
☐	☐	☐	e. Poor teachers or teaching	☐
☐	☐	☐	f. School too large/Classes overcrowed	☐
☐	☐	☐	g. Teachers don't discipline students	☐
☐	☐	☐	h. Busing for integration	☐
☐	☐	☐	i. Poor or not enough buildings, equipment and materials	☐
☐	☐	☐	j. The principal and other people in the office who run the school	☐
☐	☐	☐	k. Poor student attitudes (poor school spirit, don't want to learn)	☐
☐	☐	☐	l. Too many rules and regulations	☐
☐	☐	☐	m. How the school is organized (class schedules, not enough time for lunch, passing periods, etc....)	☐

Please be sure you have answered both sides.

Cirriculum & Instruction:

12. In general, how do you like the following subjects?

	Like Very	Like Somewhat	Dislike Somewhat	Dislike Very much
a. English	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐
c. Social studies (history, geography, government, etc.)	☐	☐	☐	☐

	Like Very	Like Somewhat	Dislike Somewhat	Dislike Very much
d. Science	☐	☐	☐	☐
e. The Arts (art, crafts, music, drama, dance, creative writing, filmmaking, photography)	☐	☐	☐	☐
f. Foreign Language	☐	☐	☐	☐
g. Vocational/Career Education (shop, business education, home economic, etc.)	☐	☐	☐	☐
h. Physical Education	☐	☐	☐	☐

13. In general, how important are the following subjects for what you care about and do NOW in your life?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. English	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐
c. Social Studies (history, geography, government, etc.)	☐	☐	☐	☐
d. Science	☐	☐	☐	☐
e. The Arts (art, crafts, music, drama, dance, creative writing, filmmaking, photography)	☐	☐	☐	☐
f. Foreign Language	☐	☐	☐	☐
g. Vocational/Career Education (shop, business education, home economic, etc.)	☐	☐	☐	☐
h. Physical Education	☐	☐	☐	☐

14. How important are the following subjects for what you will care about and do LATER in your life?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. English	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐
c. Social Studies (history, geography, government, etc.)	☐	☐	☐	☐
d. Science	☐	☐	☐	☐

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
e. The Arts (art, crafts, music, drama, dance, creative writing, filmmaking, photography)	☐	☐	☐	☐
f. Foreign Language	☐	☐	☐	☐
g. Vocational/Career Education (shop, business education, home economic, etc.)	☐	☐	☐	☐
h. Physical Education	☐	☐	☐	☐

All schools teach pretty much the same things, but they may think some things are more important than others. . .

15. How important does this school think each of these things is for students?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. To work well with other people	☐	☐	☐	☐
b. To learn the basic skills in reading, writing, arithmetic, and other important subjects	☐	☐	☐	☐
c. To become a better person	☐	☐	☐	☐
d. To get a good job	☐	☐	☐	☐

16. Which ONE of these does this school think is the most important thing for students? (Mark only one)

☐ To work well with other people
☐ To learn the basic skills in reading, writing, arithmetic, and other subjects
☐ To become a better person
☐ To get a good job

17. What importance do YOU place on each of these things?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. To work well with other people	☐	☐	☐	☐

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
b. To learn the basic skills in reading, writing, arithmetic, and other important subjects.	☐	☐	☐	☐
c. To become a better person	☐	☐	☐	☐
d. To get a good job	☐	☐	☐	☐

18. If you had to choose only the ONE most important thing for you, which would it be? (Mark only one)

☐ To work well with other people
☐ To learn the basic skills in reading, writing, arithmetic, and other subjects
☐ To become a better person
☐ To get a good job

19. Students are usually given the grades A, B, C, D, and FAIL to show how good their work is. If schools could be graded in the same way, what grade would you give to the teaching in THIS SCHOOL for each of the following subjects?

	A.	B.	C.	D.	F.
a. English	☐	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐	☐
c. Social Studies (history, geography, government, etc.)	☐	☐	☐	☐	☐
d. Science	☐	☐	☐	☐	☐
e. The Arts (art, crafts, music, drama, dance, creative writing, filmmaking, photography)	☐	☐	☐	☐	☐
f. Foreign Language	☐	☐	☐	☐	☐
g. Vocational/Career Education (shop, business education, home economic, etc.)	☐	☐	☐	☐	☐
h. Physical Education	☐	☐	☐	☐	☐

Issues and Problems:

Notes: (a) A pot pourri of issues/problems are included here, many of which can (and have) been categorized elsewhere, and most of which can be asked of teachers and parents to effect a comparison of teacher-student-parent attitudes.

(b) Response scale: 4-point, strongly/mildly agree/disagree scale.

REMEMBER: (What questions you choose should depend upon what issues/problems people at your school think are important.)

Read each one of the following sentences carefully and mark the box that tells how much you agree or disagree with what it says. MARK ONLY ONE BOX for each sentence. Please raise you hand if you have any questions.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. Most of the teachers at this school do a good job.	☐	☐	☐	☐
2. I think students of different races or colors should go to school together.	☐	☐	☐	☐
3. What I'm learning in school is useful for what I will need to know NOW	☐	☐	☐	☐
4. What I'm learning in school will be useful for what I will need to know LATER in life.	☐	☐	☐	☐
5. Many teachers at this school don't like some students because of their race or color.	☐	☐	☐	☐
6. Girls get a better education than boys at this school	☐	☐	☐	☐
7. I think students should be bused so that students of different races or colors can go to school together.	☐	☐	☐	☐
8. Drug use is a problem at this school	☐	☐	☐	☐
9. I would be willing to take a bus to a different school so that school could have students of more than one race or color	☐	☐	☐	☐
10. Many teachers at this school don't care about students	☐	☐	☐	☐
11. Lots of students in this school don't like other students because of their race or color	☐	☐	☐	☐
12. There are places at this school where I don't go because I'm afraid of other students.	☐	☐	☐	☐
13. Boys get a better education than girls at this school.	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
14. Students of all races get an equally good education at this school	☐	☐	☐	☐
15. High school students should have job experience as part of their school program	☐	☐	☐	☐
16. There are other places in this community where students could be taught, but this school does not make use of them	☐	☐	☐	☐
17. High schools should provide smoking areas for students	☐	☐	☐	☐
18. It would be O.K. with me if prayers were allowed in this school	☐	☐	☐	☐
19. Teachers of different races or colors should teach at the same school together	☐	☐	☐	☐
20. Many students at this school don't care about learning	☐	☐	☐	☐
21. Average students don't get enough attention at this school	☐	☐	☐	☐
22. Alcohol use is a problem at this school	☐	☐	☐	☐
23. Too many students are allowed to graduate from this school without learning very much	☐	☐	☐	☐
24. Physical punishment for discipline purposes should be allowed in this school	☐	☐	☐	☐
25. If I had my choice, I would go to a different school	☐	☐	☐	☐
26. It is easy to make friends at this school	☐	☐	☐	☐
27. There are things I want to learn about that this school doesn't teach	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
28. I like the way this school looks	☐	☐	☐	☐
29. It's not safe to walk to and from school alone	☐	☐	☐	☐
30. It is easy to get books from the school library	☐	☐	☐	☐
31. In this school, we feel we have to get good grades all the time	☐	☐	☐	☐
32. Students at this school are afraid to disagree with their teachers.	☐	☐	☐	☐
33. I like school.	☐	☐	☐	☐
34. It is worth going to school because it will help me in the future.	☐	☐	☐	☐
35. In general, the people at this school can be trusted	☐	☐	☐	☐
36. This school gives students a good education.	☐	☐	☐	☐
37. I am satisfied with how well I'm doing in school.	☐	☐	☐	☐
38. Things in the school library are useful to me.	☐	☐	☐	☐
39. Student government is a waste of time.	☐	☐	☐	☐
40. Parents should have a say in what is taught at this school.	☐	☐	☐	☐
41. If I could, I would rather be in a private school than a public school	☐	☐	☐	☐
42. It is easy for me to get help from a counselor when planning my school program	☐	☐	☐	☐
43. Assemblies and other special events are usually interesting at this school	☐	☐	☐	☐
44. We are not given enough freedom in choosing our classes	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
45. If I have a personal problem, it would be easy for me to get help from a counselor	☐	☐	☐	☐
46. If you don't want to go to college, this school doesn't think you're very important	☐	☐	☐	☐
47. Students should have a say in what is taught at this school	☐	☐	☐	☐
48. A person is foolish to keep on going to school if he/she can get a job.	☐	☐	☐	☐
49. If I need help planning for a career, it would be easy for me to get help from a counselor	☐	☐	☐	☐

CLASS CLIMATE & LEARNING ENVIRONMENT

Note: These questions are intended for students to answer in a specific reference to a particular period/class/subject/teacher. See Appendix B for suggestions on how to structure survey to distinguish between these questions and those referring to the school in general.

1. How interesting or boring for you is what you are learning in this class? (Mark only one box)

   [ ] Very interesting
   [ ] Sort of interesting
   [ ] Sort of boring
   [ ] Very boring

2. How hard or easy for you is what you are learning in this class? (Mark only one box)

   [ ] Too easy
   [ ] Sort of easy
   [ ] Not too easy, not too hard
   [ ] Sort of hard
   [ ] Too hard

3. How useful is what you are learning in this class for what you need to know now? (Mark only one box)

   [ ] Very useful
   [ ] Useful
   [ ] Useless
   [ ] Very useless

4. How useful is what you are learning in this class for what you will need to know later in life? (Mark only one box)

   [ ] Very useful
   [ ] Useful
   [ ] Useless
   [ ] Very useless

5. How often can you choose your own books, materials, or equipment in this class? (Mark only one box)

   [ ] Whenever I want to
   [ ] Sometimes
   [ ] Never

6. Listed below are three ways students can work in this subject. Mark the box which tells how much you like or would like to work in each way, even if you don't do so now.

	Like Very	Like Somewhat	Dislike Somewhat	Dislike Very much
Alone by myself	☐	☐	☐	☐
With the whole class	☐	☐	☐	☐
With a small group of students, who know as much as I do	☐	☐	☐	☐
With a small group of students, some who know less, some who know as much, and some who know more than I do	☐	☐	☐	☐

7. Imagine a small group of students (about 4 or 5). Imagine also that some of these students know less, some know as much, and some know more than you do about this class. Would you like to work in this group IF you knew that students would cooperate and help each other learn?

☐ Yes ☐ Maybe ☐ No

8. In this class, how much time is usually taken by the following 3 things?

Mark the box under the word "Most" for thing that takes the most time.

Mark the box under the word "Next Most" for the thing that takes the next most time.

Mark the box under the word "Almost Least" for the thing that takes almost the least amount of time.

Mark the circle under the word "Least" for the thing that takes the least amount of time.

	Least	Almost Least	Next Most	Most
(1) Daily routines (passing out materials, taking attendance, making announcements)	☐	☐	☐	☐
(2) Leaving	☐	☐	☐	☐
(3) Getting students to behave	☐	☐	☐	☐

	Least	Almost Least	Next Most	Most
(4) Other things that don't have to do with routines, learning or behavior.	☐	☐	☐	☐

Be sure that only one box is checked in each of the columns

9. What is the most important thing you have learned or done so far in this class? Write a short answer in the box below. Write ONLY inside the box.

(Note: The next three items need to be tailored to the specific subject matter of interest by adding/deleting the various materials, activities or skills in question.)

10. Listed below are some things that might be used in this class

FIRST: Mark "Yes" for each thing you use in this classroom and mark "No" for each thing you don't use. .THEN. . → Mark the box which tells how much you like or would like to use each thing, even if you don't use it in this class.

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Textbooks	☐	☐	☐
☐	☐	Other books	☐	☐	☐
☐	☐	Work sheets	☐	☐	☐
☐	☐	Films, filmstrips, or			
☐	☐	slides			
☐	☐	Learning kits	☐	☐	☐
☐	☐	Games or simulations	☐	☐	☐
☐	☐	Newspapers or magazines	☐	☐	☐
☐	☐	Tape recordings or records	☐	☐	☐
☐	☐	Television	☐	☐	☐
☐	☐	Computers	☐	☐	☐

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Things like slide rules, calculators	☐	☐	☐
☐	☐	Things like globes, maps, and charts.	☐	☐	☐
☐	☐	Things like animals and plants.	☐	☐	☐
☐	☐	Lab equipment and materials	☐	☐	☐

11. Listed below are some things that you might do in this class.

FIRST: Mark "the box which tells whether or not you do each thing in this class.

Mark the box which tells how much you like or would like to do each thing, even if you don't do it in this class.

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Listen to the teacher when he/she talks or shows how to do something	☐	☐	☐
☐	☐	Go on fieldtrips	☐	☐	☐
☐	☐	Do research and write reports, stories, or			
☐	☐	poems	☐	☐	☐
☐	☐	Listen to student reports	☐	☐	☐
☐	☐	Listen to speakers who come to class	☐	☐	☐
☐	☐	Have class discussions.	☐	☐	☐
☐	☐	Build or draw things.	☐	☐	☐
☐	☐	Look at film, filmstrips or slides	☐	☐	☐
☐	☐	Do problems or write answers to questions.	☐	☐	☐
☐	☐	Take tests or quizzes	☐	☐	☐
☐	☐	Make films or recordings.	☐	☐	☐
☐	☐	Act things out.	☐	☐	☐
☐	☐	Read for fun or interest.	☐	☐	☐
☐	☐	Read for information.	☐	☐	☐
☐	☐	Iterview people	☐	☐	☐
☐	☐	Do projects or experiments that are already planned.	☐	☐	☐
☐	☐	Do projects or experiments that I plan	☐	☐	☐
☐	☐	Use computers	☐	☐	☐

12 Listed below are some things that your teacher might have you do in this class.

FIRST: Mark the box which tells whether or not you do each thing in this class. . . . . .

Mark the box which tells how much you like or would like to do each thing, even if you don't do it in this class.

Always or most of the time	Sometimes	Never		Very Much	Somewhat	Not at all
☐	☐	☐	Remember facts, dates, names, places, rules, etc.	☐	☐	☐
☐	☐	☐	Do number problems	☐	☐	☐
☐	☐	☐	Tell in my own words what I have read, seen, or heard.	☐	☐	☐
☐	☐	☐	Write my own stories, plays, poems, or problems.	☐	☐	☐
☐	☐	☐	Tell how stories, people, problems or rules, ideas, are the same or different.	☐	☐	☐
☐	☐	☐	Do experiments, take things apart, or create new things	☐	☐	☐
☐	☐	☐	Decide what is good about projects or performances, what needs to be made better, and why.	☐	☐	☐

13. How many hours of homework do you have each day for this class?

☐ None
☐ About 1/2 an hour
☐ About 1 hour
☐ About 2 hours
☐ More than 2 hours

14. How often do you do your homework for this class.

☐ All the time
☐ Most of the time
☐ Only sometimes
☐ Never

15. How soon does your teacher usually return your work?

- ☐ the next day
- ☐ 2 days later
- ☐ 3 days later
- ☐ 4 days later
- ☐ 5 days later or more

16. When you make mistakes in your work, how often does your teacher tell you how to do it correctly?

- ☐ All the time
- ☐ Most of the time
- ☐ Only sometimes
- ☐ Never

17. How often do your parents or other family members help you learn the work in this class?

- ☐ All the time
- ☐ Most of the time
- ☐ Only sometimes
- ☐ Never

18. (Note: The following items are organized into categories intended to reflect a variety of climate and learning environment contructs. They can be answered in a 4-point, strongly/mildly, agree-disagree scale set up as follows:)

Teacher concern

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(1) The teacher makes this class enjoyable for me	☐	☐	☐	☐
(2) The teacher listens to me	☐	☐	☐	☐
(3) The teacher lets me express my feelings	☐	☐	☐	☐
(4) I like the teacher in this class	☐	☐	☐	☐
(5) I wish I had a different teacher for this class	☐	☐	☐	☐
(6) I feel the teacher is honest with me	☐	☐	☐	☐
(7) The teacher is friendly to me	☐	☐	☐	☐
(8) This teacher is fair to me	☐	☐	☐	☐

Teacher Punitiveness

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(9) The teacher makes fun of some students	☐	☐	☐	☐
(10) This teacher hurts my feelings	☐	☐	☐	☐
(11) I'm afraid of this teacher	☐	☐	☐	☐
(12) The teacher punishes me unfairly	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(13) The teacher makes fun of me	[ ]	[ ]	[ ]	[ ]
(14) The teacher gets mad when I ask a question	[ ]	[ ]	[ ]	[ ]
Teacher Authoritarianism				
(15) This teacher is too strict	[ ]	[ ]	[ ]	[ ]
(16) This teacher treats us like children	[ ]	[ ]	[ ]	[ ]
(17) This teacher will never admit when he/she is wrong	[ ]	[ ]	[ ]	[ ]
(18) We don't feel like we have any freedom in this class	[ ]	[ ]	[ ]	[ ]
(19) This teacher acts like he/she is better than we are	[ ]	[ ]	[ ]	[ ]
(20) This teacher "talks down" to us	[ ]	[ ]	[ ]	[ ]
(21) This teacher never changes his/her mind about anything	[ ]	[ ]	[ ]	[ ]
(22) I don't feel like I have any freedom in this class	[ ]	[ ]	[ ]	[ ]
Teacher Favoritism				
(23) The teacher likes some students in this class better than others	[ ]	[ ]	[ ]	[ ]
(24) The teacher has no favorites in this class	[ ]	[ ]	[ ]	[ ]
(25) The teacher treats smart students in this class better than others	[ ]	[ ]	[ ]	[ ]
Teacher Enthusiasm				
(26) This teacher seems to like being a teacher	[ ]	[ ]	[ ]	[ ]
(27) This teacher seems to enjoy what he/she is teaching	[ ]	[ ]	[ ]	[ ]
(28) The teacher seeems bored in this classroom	[ ]	[ ]	[ ]	[ ]
Clarity				
(29) The teacher uses words I can understand	[ ]	[ ]	[ ]	[ ]
(30) The teacher gives clear directions	[ ]	[ ]	[ ]	[ ]
(31) The students understand what the teacher is talking about	[ ]	[ ]	[ ]	[ ]
(32) I understand what the teacher is talking about	[ ]	[ ]	[ ]	[ ]

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
Instructional Practices: Knowledge of Results				
(33) The teacher tells us how to correct the mistakes in our work	☐	☐	☐	☐
(34) The teacher tells me how to correct the mistake in my work	☐	☐	☐	☐
(35) This teacher lets us know when we have not learned something well	☐	☐	☐	☐
(36) We know when we have learned things correctly	☐	☐	☐	☐
Instructional Practice: Task Difficulty				
(37) I do not have enough time to do my work for this class	☐	☐	☐	☐
(38) Some of the things the teacher wants us to learn are just too hard	☐	☐	☐	☐
(39) I have trouble reading the books and other materials in this class	☐	☐	☐	☐
(40) The teacher gives me too much work to do in this class	☐	☐	☐	☐
Instructional Practices: Organization				
(41) We know exactly what we have to get done in this class	☐	☐	☐	☐
(42) We know why the things we are learning in this class are important	☐	☐	☐	☐
(43) The grades or marks I get in this class help me to learn better	☐	☐	☐	☐
(44) We don't know what the teacher is trying to get us to learn in this class	☐	☐	☐	☐
(45) Many students don't know what they're supposed to be doing during class	☐	☐	☐	☐
(46) This class is disorganized	☐	☐	☐	☐
(47) The grades or mark I get in class have nothing to do with what I really know	☐	☐	☐	☐
(48) We have to learn things without knowing why	☐	☐	☐	☐
(49) Students know the goals of this class	☐	☐	☐	☐
(50) Things are well planned in this class	☐	☐	☐	☐
(51) Our teacher gives us good reason for learning in this class	☐	☐	☐	☐

Student Decision-Making

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(52) We are free to talk in this class about anything we want.	☐	☐	☐	☐
(53) Students help make the rules for this class	☐	☐	☐	☐
(54) We are free to work with anyone we want to in this class.	☐	☐	☐	☐
(55) We can decide what we want to learn in this class.	☐	☐	☐	☐
(56) Students help decide what we do in this class	☐	☐	☐	☐
(57) Different students can do different things in this class.	☐	☐	☐	☐
(58) Sometimes I can study or do things I am interested in even if they are different from what other students are studying or doing	☐	☐	☐	☐
(59) I help decide what I do in this class	☐	☐	☐	☐

Peer Esteem

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(60) I help my classmates with their work.	☐	☐	☐	☐
(61) If I am absent, my classmates help me to catch up on what I missed.	☐	☐	☐	☐
(62) I like my classmates.	☐	☐	☐	☐
(63) I like working with other students in this class.	☐	☐	☐	☐
(64) In this class, people care about me	☐	☐	☐	☐
(65) If I had trouble with my work, most of my classmates would help me	☐	☐	☐	☐
(66) My classmates like me	☐	☐	☐	☐

Classroom Dissonance

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(67) The students in this class fight with each other.	☐	☐	☐	☐
(68) The students in this class argue with each other.	☐	☐	☐	☐
(69) Students in this class yell at each other	☐	☐	☐	☐

Student Competitiveness

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(70) There is a lot of competition in this class.	☐	☐	☐	☐
(71) In this class, students compete with each other for good grades.	☐	☐	☐	☐

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(72) When I'm in this class, I feel I have to do better than other students.	☐	☐	☐	☐
(73) Students in this class feel they have to do better than each other	☐	☐	☐	☐

Student Cliqueness

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(74) Some groups of students refuse to mix with the rest of the class.	☐	☐	☐	☐
(75) Certain students stick together in small groups.	☐	☐	☐	☐
(76) When we work in small groups, many students work only with their close friends	☐	☐	☐	☐

Student Compliance

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(77) I usually do my homework.	☐	☐	☐	☐
(78) I usually do the work assigned in this class	☐	☐	☐	☐
(79) The students in this class usually do the work assigned	☐	☐	☐	☐
(80) I usually do everthing my teacher tells me to do.	☐	☐	☐	☐

Student Apathy

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(81) Failing in this class would not bother most of the students.	☐	☐	☐	☐
(82) Most of the students pay attention to the teacher	☐	☐	☐	☐
(83) Students don't care about what goes on in this class	☐	☐	☐	☐
(84) I don't care about what goes on in this class	☐	☐	☐	☐

Classroom Physical Appearance

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(85) The room is bright and comfortable.	☐	☐	☐	☐
(86) I like the way this classroom looks	☐	☐	☐	☐

Student Satisfaction

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
(87) Students feel good about what happens in this class	☐	☐	☐	☐
(88) I don't like coming to this class	☐	☐	☐	☐
(89) After class, I usually have a sense of satisfaction.	☐	☐	☐	☐
(90) I feel good about what happens in this class	☐	☐	☐	☐

UPPER
ELEMENTARY
QUESTIONNAIRE

DEMOGRAPHIC/BIOGRAPHIC INFORMATION

1. Age: ___ ___

2. Sex: ☐ Boy ☐ Girl

3. Grade: ___ ___

4. Which one of the following categories best describes your racial/ethnic background?

   ☐ White/Caucasian/Anglo
   ☐ Black/Negro/Afro-American
   ☐ Oriental Asian American
   ☐ Mexican American/Mexican/Chicano
   ☐ Puerto Rican/Cuban
   ☐ American Indian
   ☐ Other

(Note): Much of the questionnaire developed for secondary students can be used for upper elementary students (approximately grades 4-6 or ages 9 or 10 through 11 or 12). Items either can be used as is or need to be modified to simpler forms. Suggestion for the latter follow; otherwise, reference is made to the appropriate secondary items.)

ASPIRATIONS & SELF-CONCEPT

1. Mark the ONE box that best completes each of the following sentences.

	A. If I could do anything I want, I would like to...	B. I think my parents would like me to...	C. Actually I will probably...
...Quit school as soon as possible	☐	☐	☐
...Just Finish high school	☐	☐	☐
...Go to a college or university	☐	☐	☐
...Don't know	☐	☐	☐

1. General Self-Concept:

3. Self-concept in Relation to Peers:

4. Academic Self-Concept:

Note: The same items defining these constructs for secondary students can be used for upper elementary as well. However, instructions and response format may be simplified as follows.

These sentences are about you and how you feel about your self. Please look at the practice sentence below.

PRACTICE

	Usually True	Unusually False
I'm pretty happy	[ ]	[ ]

Read the sentence to yourself as I read it aloud. "I'm pretty happy." How well do you think this sentence describes you? If you think it is usually true about yourself, mark the box under "Usually True." If you think it is usually false about yourself, mark the box under "Usually False."

Read each of the following sentences carefully and do them in the same way we did the practice sentences.

This is not a test, and you will not be graded. There are not right or wrong answers. No one at this school, not even you teacher will see your answers.

Do you have any questions? Any time you can't read a word or understand a sentence, please raise your hand.

508

UQ 3

SCHOOL CLIMATE & LEARNING ENVIRONMENT

Physical Plant

1. How much do the following words describe your school grounds, buildings hallways, classrooms, and so forth?

	Very Much	Pretty Much	Only A Little bit	Not at All
Clean	☐	☐	☐	☐
Pretty	☐	☐	☐	☐
Noisy	☐	☐	☐	☐
Too hot (in summer)	☐	☐	☐	☐
Too cold (in winter)	☐	☐	☐	☐
Easy to get around	☐	☐	☐	☐
Ugly	☐	☐	☐	☐
Dirty	☐	☐	☐	☐
Quiet	☐	☐	☐	☐
Dangerous	☐	☐	☐	☐
Tidy	☐	☐	☐	☐
Lots of space	☐	☐	☐	☐

Human Relations:

2. How much do the following words describe the principal at your school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Has high hopes for us	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talks to us	☐	☐	☐	☐
Lets us talk to him/her	☐	☐	☐	☐
Doesn't care about us	☐	☐	☐	☐
Interesting	☐	☐	☐	☐
Funny	☐	☐	☐	☐
Admits when he/she is wrong	☐	☐	☐	☐
Stupid	☐	☐	☐	☐
Prejudiced	☐	☐	☐	☐

3. Does the principal know your name when he (or she) sees you outside your classrooms? ☐ Yes ☐ No

4. Does the principal say hello to you when he (or she) sees you outside your classrooms? ☐ Yes ☐ No.

5. How much do the following words describe most of the teachers at this school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Have high hopes for us	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talks to us	☐	☐	☐	☐
Lets us talk to them	☐	☐	☐	☐
Doesn't care about us	☐	☐	☐	☐
Interesting	☐	☐	☐	☐
Know how to teach	☐	☐	☐	☐
Funny	☐	☐	☐	☐
Admits when they are wrong	☐	☐	☐	☐
Stupid	☐	☐	☐	☐
Prejudice	☐	☐	☐	☐
Have their favorites	☐	☐	☐	☐
Do a good job	☐	☐	☐	☐

6. How much do the following words describe how you feel about most of the students at this school?

	Very Much	Pretty Much	Only A Little bit	Not at All
Friendly	☐	☐	☐	☐
Helpful	☐	☐	☐	☐
Have high hopes	☐	☐	☐	☐
Scary	☐	☐	☐	☐
Tough	☐	☐	☐	☐
Smart	☐	☐	☐	☐
Mean	☐	☐	☐	☐
Talk to each other	☐	☐	☐	☐
Care about each other	☐	☐	☐	☐

Curriculum & Instruction:

7. All schools teach pretty much the same things, but they may think some things are more important than others. Which ONE of the following does THIS SCHOOL think is the most important thing for students? Read all four sentences carefully, and them mark only one box.

- ☐ To work well with other people
- ☐ To learn the basic skills in reading, writing and arithmetic, and other important subjects
- ☐ To become a better person
- ☐ To get a good job

8. If you had to choose only ONE most important thing FOR YOU, which of the following would it be? Read all four sentences carefully, and then mark only one box.

- ☐ To work well with other people
- ☐ To learn the basic skills in reading, writing and arithmetic, and other important subjects
- ☐ To become a better person
- ☐ To get a good job

9. Kids are usually given grades like A, B, C, D, and FAIL. Suppose you could give your school a grade. What grade would you give to the teaching in this school for each subject? Think about ALL the teachers and classes you have ever had at this school as you answer this question.

	A	B	C	D	F
Reading & Language Arts	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐
The Arts	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐

10. In general, how important are the following subjects?

	Very Important	Somewhat Important	Not All All
a. Reading/Language Arts/English	☐	☐	☐
b. Mathematics	☐	☐	☐
c. Social Studies (history, geography, government, etc.)	☐	☐	☐
d. Science	☐	☐	☐
e. The Arts (painting, drawing, crafts, music, drama, dance, creative writing	☐	☐	☐
f. Physical Education	☐	☐	☐

11. In general how much do you like the following subjects?

	Like Very Much	Like Somewhat	Dislike Somewhat	Dislike Very Much
a. Reading/Language Arts/English	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐
c. Social Studies (history, geography, government, etc.)	☐	☐	☐	☐
d. Science	☐	☐	☐	☐
e. The Arts (painting, drawing, crafts, music, drama, dance, creative writing	☐	☐	☐	☐
f. Physical Education	☐	☐	☐	☐

Issues & Problems:

(Note: (a) These represent a possible subset of those asked teachers and parents that might also be appropriate for upper elementary students.
(b) Response scale depends upon the maturity level of each student. the dichotomous scale "Usually True/False" used above can be used here if students would find something like a 4-point agreement scale too confusing.)

These sentences are about your school.

Let's try a practice question about your school, first.

PRACTICE

	Usually True	Unusually False
The people in this school are friendly	[ ]	[ ]

If you think the people in your school are usually friendly, mark the box under USUALLY TRUE. If you think they are usually not friendly, mark the box under USUALLY FALSE.

Now do the rest of the questions.

	Usually True	Usually False
1. Most of the teachers at this school are doing a good job	[ ]	[ ]
2. I think students of different races or colors should go to school together.	[ ]	[ ]
3. What I'm learning in school is useful for what I need to know NOW.	[ ]	[ ]
4. What I'm learning in school will be useful for what I will need to know LATER in life.	[ ]	[ ]
5. Many teachers at this school don't like some students because of their race or color.	[ ]	[ ]
6. Girls get a better education than boys at this school	[ ]	[ ]
7. I think students should be bused so that students of different races or colors can go to school together.	[ ]	[ ]

	Usually True	Usually False
8. Drug use is a problem at this school	☐	☐
9. I would be willing to take a bus to a different school so that school could have students of more than one race or color	☐	☐
10. Many teachers at this school don't care about students.	☐	☐
11. Lots of students in this school don't like other students because of their race or color.	☐	☐
12. There are places in this school where I don't go because I'm afraid of other students	☐	☐
13. Boys get a better education than girls at this school	☐	☐
14. Students of all races get an equally good education at this school.	☐	☐
15. If I had my choice, I would go to a different school	☐	☐
16. It is easy to make friends at this school	☐	☐
17. There are things I want to learn about, that this school doesn't teach.	☐	☐
18. I like the way this school looks	☐	☐
19. It's not safe to walk to and from school alone	☐	☐
20. It is easy to get books from the school library	☐	☐
21. In this school, we feel we have to get good grades all the time	☐	☐
22. Students at this school are afraid to disagree with their teachers.	☐	☐

23. I like school. . . . . ☐ . . . ☐

24. It is worth going to school because it will help me in the future. . . . . ☐ . . . ☐

25. In general, the people at this school can be trusted . . . . ☐ . . . ☐

26. This school gives students a good education. . . . . ☐ . . . ☐

27. I am satisfied with how well I'm doing in school. . . . . ☐ . . . ☐

28. Things in the school library are useful to me. . . . . ☐ . . . ☐

29. Student government is a waste of time. . . . . ☐ . . . ☐

30. I like or would like being in classes with students younger or older than I am. . . . . ☐ . . . ☐

31. I like or would like to have classes in different places during the day. . . . . ☐ . . . ☐

32. I like or would like working with different groups of students during the day. . . . . ☐ . . . ☐

CLASS CLIMATE & LEARNING ENVIRONMENT

1. (Notes: (a) The following items are intended to reflect a variety of climate and learning environment constructs. Some are organized into clusters under one heading. Most are left as single items with their content self-explanatory.

(b) The response scale again depends upon the maturity level of the students. An intermediate scale might be useful here. For example: How often do these sentences tell how it is in your class? "Always or most of the time," "Sometimes," or "Hardly ever or never." Students would respond on this 3-point scale.)

Teacher Concern

	Always or Most of the time	Sometimes	Hardly Ever or Never
1. My teacher listens to me	[ ]	[ ]	[ ]
2. My teacher makes the class fun for me	[ ]	[ ]	[ ]
3. My teacher is friendly	[ ]	[ ]	[ ]
4. I like the teacher in this class	[ ]	[ ]	[ ]
5. I wish I had a different teacher for this class	[ ]	[ ]	[ ]

Peer Esteem

	Always or Most of the time	Sometimes	Hardly Ever or Never
6. Students in this class are unfriendly to me.	[ ]	[ ]	[ ]
7. I like working with other students in this class	[ ]	[ ]	[ ]
8. I like my classmates	[ ]	[ ]	[ ]
9. In this class, people care about me.	[ ]	[ ]	[ ]
10. My classmates like me.	[ ]	[ ]	[ ]

Teacher Punitiveness

	Always or Most of the time	Sometimes	Hardly Ever or Never
11. My teacher hurts my feelings	[ ]	[ ]	[ ]
12. I'm afraid of my teacher	[ ]	[ ]	[ ]
13. My teacher gets mad when I ask a question.	[ ]	[ ]	[ ]
14. My teacher makes fun of me	[ ]	[ ]	[ ]
15. My teacher punishes me unfairly.	[ ]	[ ]	[ ]

Rules and Regulations

	Always or Most of the time	Sometimes	Hardly Ever or Never
16. We don't have too many rules in this class	[ ]	[ ]	[ ]

Physical Environment

	Always or Most of the time	Sometimes	Hardly Ever or Never
17. I like the way this classroom looks.	[ ]	[ ]	[ ]

	Always or Most of the time	Sometimes	Hardly Ever or Never
Student Decision-Making			
18. We can choose what we want to learn in this class.	☐	☐	☐
Teacher Favoritism			
19. The teacher likes some students in this class better than others.	☐	☐	☐
Student Cliqueness			
20. When we work in small groups, many students work only with their close friends.	☐	☐	☐
Difficulty			
21. I have trouble reading the books and other materials in this class	☐	☐	☐
Student Satisfaction			
22. I feel good about what happens in this class	☐	☐	☐
Organization			
23. Many students don't know what they're supposed to be doing during class	☐	☐	☐
Student Apathy			
24. Students don't care about what goes on in this class	☐	☐	☐
Student Decision-Making			
25. I would like more chances to help choose what we do in this class.	☐	☐	☐
Student Competitiveness			
26. When I'm in this class, I feel I have to do better than other students	☐	☐	☐
Teacher Clarity			
27. Our teacher gives clear directions	☐	☐	☐

	Always or Most of the time	Sometimes	Hardly Ever or Never
Teacher Flexibility			
28. Our teacher never changes his/her mind about anything	☐	☐	☐
Appropriate Practice			
29. I forget things I've been taught in this class because I don't practice them enough	☐	☐	☐
Teacher Condescension			
30. Our teacher treats us like babies.	☐	☐	☐
Teacher Enthusiam			
31. Our teacher has fun teaching this class.	☐	☐	☐
Time (Pacing/Speed)			
32. I do not have enough time to do my work for this class	☐	☐	☐
Teacher Task Behavoir			
33. Our teacher makes sure we finish our work.	☐	☐	☐
Student Decision-Making			
34. Students help decide what we do in this class.	☐	☐	☐
Student Compliance			
35. I do all the work my teacher gives me.	☐	☐	☐
Goals and Objectives			
36. Our teacher tells us ahead of time what we are going to learn about.	☐	☐	☐
Knowledge of Results			
37. If I do my work wrong, my teacher tells me how to do it right.	☐	☐	☐

	Always or Most of the time	Sometimes	Hardly Ever or Never
Student Freedom			
38. We don't feel like we have any freedom	☐	☐	☐
Classroom Dissonance			
39. Students in this class yell at each other	☐	☐	☐
Perceived Purpose			
40. We have to learn things without knowing why	☐	☐	☐
Grading			
41. The grades or marks I get in this class are fair	☐	☐	☐
Materials			
42. There are not enough books or materials for everyone in this class to use	☐	☐	☐
Individualization			
43. I have to do the work the teacher gives us, even if I already know how to do it	☐	☐	☐

2. What you are learning in some subjects may be more interesting for you than what you are learning in other subjects. Think about what you are learning in each of the subjects listed below. Then mark the box that tells how interesting or boring each subject is for you in this class.

	Very Interesting	Sort of Interesting	Sort of Boring	Very Boring
Reading/Language Arts	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐
Science	☐	☐	☐	☐
The Arts	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐

3. Some things may be easier for you to do than others. Think about the work you do in each of the subjects listed below. Then, for each one, mark the box that tells how hard or easy the work in this class is for you.

	Too Easy	Sort of Easy	Not too easy Not too hard	Sort of Hard	Too Hard
Reading/Language Arts	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐
The Arts	☐	☐	☐	☐	☐
Physical Education	☐	☐	☐	☐	☐

4. In this class, how much time is usually taken by the following 3 things?

Mark the box under the word "Most" for thing that takes the most time.

Mark the box under the word "Next Most" for the thing that takes the next most time.

Mark the box under the word "Almost Least" for the thing that takes almost the least amount of time.

Mark the box under the word "Least" for the thing that takes the least amount of time.

	Least	Almost Least	Next Most	Most
(1) Daily routines (passing out materials, taking attendance, making announcements)	☐	☐	☐	☐
(2) Learning	☐	☐	☐	☐
(3) Getting students to behave	☐	☐	☐	☐
(4) Other things like talking to friends, doing nothing, etc.	☐	☐	☐	☐

5. How many hours of homework do you have each day for this class?

☐ None
☐ About 1/2 an hour
☐ About 1 hour
☐ About 2 hours
☐ More than 2 hours

6. How often do you do your homework for this class.

- ☐ All the time
- ☐ Most of the time
- ☐ Only sometimes
- ☐ Never

7. How soon does your teacher usually return your work?

- ☐ the next day
- ☐ 2 days later
- ☐ 3 days later
- ☐ 4 days later
- ☐ 5 days later or more

8. When you make mistakes in your work, how often does your teacher tell you how to do it correctly?

- ☐ All the time
- ☐ Most of the time
- ☐ Only sometimes
- ☐ Never

9. How often do your parents or other family members help you learn the work in this class?

- ☐ All the time
- ☐ Most of the time
- ☐ Only sometimes
- ☐ Never

(Note: The following items would be repeated for and tailored to each of the following subject areas: reading/language arts; mathematics, social studies, sicence, the arts, physical education, and/or any other division of content relevant for upper elementary classroom.)

10. Listed below are some things that might be used in (subject title).

FIRST: Mark "Yes" for each thing you use in this classroom and mark "No" for each thing you don't use. .THEN. . → Mark the box which tells how much you like or would like to use each thing, even if you don't use it in this class.

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Textbooks	☐	☐	☐
☐	☐	Other books	☐	☐	☐

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Work sheets	☐	☐	☐
☐	☐	Films, filmstrips, or slides	☐	☐	☐
☐	☐	Learning kits	☐	☐	☐
☐	☐	Games or simulations	☐	☐	☐
☐	☐	Newspapers or magazines	☐	☐	☐
☐	☐	Tape recordings or records	☐	☐	☐
☐	☐	Television	☐	☐	☐
☐	☐	Computers	☐	☐	☐
☐	☐	Things like slide rules, calculators	☐	☐	☐
☐	☐	Things like globes, maps, and charts	☐	☐	☐
☐	☐	Things like animals and plants	☐	☐	☐
☐	☐	Lab equipment and materials	☐	☐	☐

11. Listed below are some things that you might do in (subject title).

FIRST: Mark "the box which tells whether or not you do each thing in this class. . . . . → Mark the box which tells how much you like or would like to do each thing, even if you don't do it in this class.

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Listen to the teacher when he/she talks or shows how to do something	☐	☐	☐
☐	☐	Go on fieldtrips	☐	☐	☐
☐	☐	Do research and write reports, stories, or poems	☐	☐	☐
☐	☐	Listen to student reports	☐	☐	☐
☐	☐	Listen to speakers who come to class	☐	☐	☐
☐	☐	Have class discussions	☐	☐	☐
☐	☐	Build or draw things	☐	☐	☐
☐	☐	Look at film, filmstrips or slides	☐	☐	☐
☐	☐	Do problems or write answers to questions	☐	☐	☐
☐	☐	Take tests or quizzes	☐	☐	☐
☐	☐	Make films or recordings	☐	☐	☐
☐	☐	Act things out	☐	☐	☐
☐	☐	Read for fun or interest	☐	☐	☐

Yes	No		Very Much	Somewhat	Not At all
☐	☐	Read for information	☐	☐	☐
☐	☐	Iterview people	☐	☐	☐
☐	☐	Do projects or experiments that are already planned	☐	☐	☐
☐	☐	Do projects or experiments that I plan	☐	☐	☐
☐	☐	Use computers	☐	☐	☐

12. Listed below are some things your teacher might have you do in (subject title).

FIRST: Mark the box which tells whether or not you do each thing in this class. . . . . . → Mark the box which tells how much you like or would like to do each thing, even if you don't do it in this class.

Always or most of the time	Sometimes	Never		Very Much	Somewhat	Not at all
☐	☐	☐	Remember facts, dates, names, places, rules, etc.	☐	☐	☐
☐	☐	☐	Do number problems	☐	☐	☐
☐	☐	☐	Tell in my own words what I have read, seen, or heard.	☐	☐	☐
☐	☐	☐	Write my own stories, plays, poems, or problems.	☐	☐	☐
☐	☐	☐	Tell how stories, people, problems or rules, ideas, are the same or different.	☐	☐	☐
☐	☐	☐	Do experiments, take things apart, or create new things	☐	☐	☐
☐	☐	☐	Decide what is good about projects or performances, what needs to be made better, and why.	☐	☐	☐

13. Listed below are three ways students can work when they study (subject title). Tell whether or not you like or would like to work in each way.

	Yes	Sometimes	No
Alone by myself	☐	☐	☐
With a small group	☐	☐	☐
With the whole class	☐	☐	☐

14. How often can you choose your own (Subject title) books and materials in this class? (Mark ONLY ONE box)

☐ Whenever I want to
☐ Sometimes
☐ Never

15. Imagine a small group of studnets (about 4 or 5). Imagine also that some of these students know less, some know as much, and some know more than you about (subject title). Would you like to work in this group IF you knew that students would cooperate and help each other learn?

☐ Yes ☐ Maybe ☐ No

16. What is the most important thing you have learned or done so far in (subject title) in this class? Write a short answer in the box below. (Do not write OUTSIDE the box)

EARLY
ELEMENTARY
QUESTIONNAIRE

DEMOGRAPHY/BIOGRAPHY

(Note: These data should be recorded by teacher or data collector.)

1. Age: ____

2. Sex: ☐ Boy ☐ Girl

3. Grade: ____

4. Race/ethnicity:

   ☐ White/Caucasian/Anglo
   ☐ Black/Negro/Afro-American
   ☐ Oriental Asian American
   ☐ Mexican American/Mexican/Chicano
   ☐ Puerto Rican/Cuban
   ☐ American Indain
   ☐ Other

Note: Depending upon the maturity level of the early elementary students (approximately grades 1-3 or ages 5 or 6 through 7 or 8), more or less of the upper elementary questionnaire may be used. The questions to follow are intended as examples of how some of the items in the upper elementary questionnaire can be translated to 3- or 2-point response formats for early elementary students.

PRACTICE

	Yes	Sometimes	No
1. I like ice cream.	☐	☐	☐
2. I play with friends after school. . .	☐	☐	☐
3. I like to go to bed early	☐	☐	☐

Note: This is the general format for items. They must be read aloud, one by one. Picture symbols accompany each item so that students can be easily directed, e.g., "Put your finger on the cup."

ABOUT YOU, YOUR CLASS, YOUR TEACHER

	Yes	Sometimes	NO
Self-concept: Academic:			
1. I like to do school work	☐	☐	☐
2. I'm doing the best work that I can	☐	☐	☐
3. I'm a good reader	☐	☐	☐
Attitudes Toward School:			
4. I like school	☐	☐	☐
5. I want to go to a different school	☐	☐	☐
6. I like staying home better than going to school	☐	☐	☐
Teacher Concern:			
7. My teacher listens to me	☐	☐	☐
8. My teacher is friendly	☐	☐	☐
9. I like my teacher	☐	☐	☐
Peer Esteem:			
10. The kids in this class are friendly to me	☐	☐	☐
11. I like the other kids in this class	☐	☐	☐
12. I have many friends in this class	☐	☐	☐
Teacher Punitiveness:			
13. I'm afraid of my teacher	☐	☐	☐
14. My teacher gets mad when I ask questions	☐	☐	☐
15. My teacher is mean to me	☐	☐	☐
Time/Pacing:			
16. I have enough time to do my work in this class	☐	☐	☐

	Yes	Sometimes	No
17. I need more time to do my work in this class.	☐	☐	☐
Teacher Clarity:			
18. I understand what my teacher wants me to do	☐	☐	☐
19. I get mixed up about what my teacher wants me to do	☐	☐	☐
Knowledge of Results:			
20. If I do my work wrong, my teacher helps me to do it right.	☐	☐	☐
21. If I do my work wrong, nobody ever helps me do it right	☐	☐	☐
Difficulty:			
22. A lot of the work in this class is too hard for me.	☐	☐	☐
Classroom Dissonance:			
23. Kids in this class fight with each other.	☐	☐	☐
24. The kids in this class help each other.	☐	☐	☐
Teacher Task Behavior:			
25. Our teacher makes sure we finish our work	☐	☐	☐
Teacher Favoritism:			
26. My teacher likes some kids in this class better than others	☐	☐	☐
27. My teacher acts the same way toward all the kids in this class	☐	☐	☐
Student Compliance:			
28. I always do what my teacher tells me to do.	☐	☐	☐
29. I only do some of the things that my teacher tells me to do.	☐	☐	☐

Student Decision-Making:

30. I choose what I want to do in this class. . . . . . . ☐ . . . . ☐ . . . ☐

WHAT SUBJECTS DO YOU LIKE?

1. Do you like READING?	Yes ☐	No ☐
2. Do you like MATH?	Yes ☐	No ☐
3. Do you like SOCIAL STUDIES?	Yes ☐	No ☐
4. Do you like SCIENCE?	Yes ☐	No ☐
5. Do you like ART?	Yes ☐	No ☐
6. Do you like MUSIC?	Yes ☐	No ☐
7. Do you like P.E.?	Yes ☐	No ☐

THE WORK IN DIFFERENT SUBJECTS MAY BE EASY OR HARD FOR YOU.

1. Is READING	Easy ☐	Just Right ☐	Hard ☐
2. Is MATH	Easy ☐	Just Right ☐	Hard ☐
3. Is SOCIAL STUDIES	Easy ☐	Just Right ☐	Hard ☐
4. Is SCIENCE	Easy ☐	Just Right ☐	Hard ☐
5. Is ART	Easy ☐	Just Right ☐	Hard ☐

6. Is MUSIC — Easy ☐ Just Right ☐ Hard ☐

7. Is P.E. — Easy ☐ Just Right ☐ Hard ☐

WHAT DO YOU LIKE TO DO IN THIS CLASS?

1. Do you like to read books? — Yes ☐ No ☐

2. Do you like to watch films or T.V.? — Yes ☐ No ☐

3. Do you like to sing songs? — Yes ☐ No ☐

4. Do you like to do work sheets? — Yes ☐ No ☐

5. Do you like to write stories? — Yes ☐ No ☐

6. Do you like to paint or draw? — Yes ☐ No ☐

7. Do you like to take tests? — Yes ☐ No ☐

8. Do you like to play math or reading games? — Yes ☐ No ☐

9. Do you like to listen to the teacher talk or read to the class? — Yes ☐ No ☐

10. Do you like to talk about what you are learning? — Yes ☐ No ☐

11. Do you like to use the computer? — Yes ☐ No ☐

WHAT TAKE THE MOST TIME IN THIS CLASS?

1. Passing out materials and taking attendance ☐
2. Learning ☐
3. Getting students to behave ☐

PARENT
QUESTIONNAIRE

DEMOGRAPHY/BIOGRAPHY

Note: With slight rewording, many of the following questions could apply to adult respondents in the community at large. Replacing "parents" with "community members" can change this Parent Survey into a community survey.

1. What is your age?
   - ☐ Under 21
   - ☐ 21-19
   - ☐ 30-39
   - ☐ 40-49
   - ☐ 50-59
   - ☐ 60-69
   - ☐ 70 or over

2. What is your approximate total family income?
   - ☐ Less than $5,000
   - ☐ $5,000-9,999
   - ☐ $10,000-14,999
   - ☐ $15,000-19,999
   - ☐ $20,000-24,999
   - ☐ $25,000 or more

3. Which one of the following best describes your racial/ethnic background?
   - ☐ White/Caucasian/Anglo
   - ☐ Black/Negro/Afro-American
   - ☐ Oriental/Asian American
   - ☐ Mexican American/Mexican/Chicano
   - ☐ Puerto Rican/Cuban
   - ☐ American Indian
   - ☐ Other

4. What is your highest level of education? (Please mark ONLY ONE)
   - ☐ Completed eighth grade or less
   - ☐ Had some high school, but did not finish
   - ☐ Completed high school
   - ☐ Completed technical trade or business school
   - ☐ Had some college, but did not finish
   - ☐ Graduated from a junior college
   - ☐ Graduated from a 4-year college or university
   - ☐ Completed a post-graduate or professional degree

5. How many of your children are currently enrolled in this school?
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4 or more

6. What is your relation to the child (or children) attending this school?

[ ] Mother
[ ] Father
[ ] Guardian
[ ] Other

7. How many of your children under age 18 are currently living at home with you?

[ ] 1
[ ] 2
[ ] 3
[ ] 4
[ ] 5
[ ] 6 or more

8. How many years have you lived in the area served by this school?

[ ] Less than 1 year
[ ] 1-3 years
[ ] 4-8 years
[ ] 9-15 years
[ ] More than 15 years

9. For how many years have you had one or more children in this school?

[ ] 1 or less
[ ] 2
[ ] 3
[ ] 4
[ ] 5
[ ] 6
[ ] 7
[ ] 8
[ ] 9 or more

HOME LEARNING ENVIRONMENT

1. About how many children's books are available in your home for your child (children) to read?

[ ] None
[ ] A few
[ ] A dozen or so
[ ] Many

2. How often do you check out books for your children at the library?

[ ] Never
[ ] Several times a year
[ ] Monthly
[ ] Weekly

3. How often do you read stories with your child (children)?

☐ Every day
☐ Several times a week
☐ Several times a month
☐ Hardly ever
☐ Never

4. About how many hours of homework does your child have each day?

☐ None
☐ About 1/2 hour
☐ About 1 hour
☐ About 2 hours
☐ About 3 hours
☐ I don't know

5. How often does your child do his(her) homework?

☐ All the time
☐ Most of the time
☐ Only sometimes
☐ Never

6. How often do you help your child (children) to learn their work?

☐ All the time
☐ Most of the time
☐ Only sometimes
☐ Never

7. About how many hours of TV does your child watch each day?

☐ None
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8 or more
☐ I don't know

8. What are your feelings, hopes and expectations about your child's education? Mark the ONE box that best completes each of the following sentences.

	A. If I had my wish, I would like my child to...	B. I think my child would like to...	C. Actually, my child will probably...
...Quit school as soon as possible	☐	☐	☐
...Finish high school	☐	☐	☐
...Go to trade or technical school	☐	☐	☐
...Go to junior college	☐	☐	☐

8. (cont.)

	A. If I had my wish, I would like my child to...	B. I think my child would like to...	C. Actually, my child will probably...
...Go to a 4-year college or university	☐	☐	☐
...Go to graduate school after college	☐	☐	☐
...Don't know	☐	☐	☐

SCHOOL CLIMATE AND LEARNING ENVIRONMENT

Problems:

1. Below is a list of things that could be problems at any school.

FIRST: To what extent do you think each is a problem at this school?

SECOND: If you had to choose the one biggest problem at this school, which would it be? (Please mark ONLY ONE.)

Not a Problem	Minor Problem	Major Problem		Most Important
☐	☐	☐	a. Student misbehavior	☐
☐	☐	☐	b. Poor curriculum	☐
☐	☐	☐	c. Prejudice/Racial conflict	☐
☐	☐	☐	d. Drug/Alcohol use	☐
☐	☐	☐	e. Poor teachers or teaching	☐
☐	☐	☐	f. School too large/Classes overcrowded	☐
☐	☐	☐	g. Teachers don't discipline students	☐
☐	☐	☐	h. Busing for integration	☐
☐	☐	☐	i. Inadequate resources (such as personnel, buildings, equipment, and materials)	☐
☐	☐	☐	j. The administration at this school	☐
☐	☐	☐	k. Lack of student interest (poor school spirit, don't want to learn)	☐
☐	☐	☐	l. Federal, state or local policies and regulations that interfere with education	☐
☐	☐	☐	m. Desegregation	☐
☐	☐	☐	n. Lack of parent interest	☐
☐	☐	☐	o. Lack of staff interest in good school-community relations	☐
☐	☐	☐	p. Standards for graduation and academic requirements	☐
☐	☐	☐	q. Vandalism	☐

Curriculum and Instruction:

Schools usually provide education in a variety of areas. However, some areas may be more important at one school than at another.

2. As far as you can tell, how important does THIS SCHOOL think each of the following areas is for the education of students at this school?

	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. SOCIAL DEVELOPMENT (Instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures)	☐	☐	☐	☐
b. INTELLECTUAL DEVELOPMENT (Instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities)	☐	☐	☐	☐
c. PERSONAL DEVELOPMENT (Instruction which builds self-confidence, creativity, ability to think independently, and self-discipline)	☐	☐	☐	☐
d. VOCATIONAL DEVELOPMENT (Instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives)	☐	☐	☐	☐

3. Which one do you think receives the most emphasis at this school? (Please mark ONLY ONE.)

☐ Social development
☐ Intellectual development
☐ Personal development
☐ Vocational development

4. Regardless of how you answered the previous questions, how important do YOU THINK each of these areas should be at this school?

	Very Importnat	Somewhat Important	Somewhat Unimportant	Very Unimportant
a. Social development	☐	☐	☐	☐
b. Intellectual development	☐	☐	☐	☐
c. Personal development	☐	☐	☐	☐
d. Vocational development	☐	☐	☐	☐

5. If you had to choose only one, which do YOU THINK this school should emphasize? (Please mark ONLY ONE.)

- ☐ Social development
- ☐ Intellectual development
- ☐ Personal development
- ☐ Vocational development

6. Students are often given the grades A, B, C, D, and FAIL to describe the quality of their work. If schools could be graded in the same way, how would you grade this school in terms of the job it is doing in providing quality education in each of the following areas?

	A	B	C	D	F
Basic Skills (Reading, Math, Oral and Written Language)	☐	☐	☐	☐	☐
Career Preparation (Skills related to selecting vocations and professions and in getting and keeping a job)	☐	☐	☐	☐	☐
Human Relations (Ability to work with and get along with others)	☐	☐	☐	☐	☐
Critical and Independent Thinking (Skills in thinking, problem solving, making decisions)	☐	☐	☐	☐	☐
Humanities (Knowledge of and background in history, foreign languages, philosophy	☐	☐	☐	☐	☐
Sciences (Understanding of the physical and life sciences)	☐	☐	☐	☐	☐
Responsibility (Ability to behave responsibly in interacting with others and in making decisions)	☐	☐	☐	☐	☐
Life Skills and Attitudes (Understanding essentials in dealing with adult living, e.g., background in consumer awareness, parenting skills, etc.)	☐	☐	☐	☐	☐
Health (Understanding and habits relative to maintaining physical and emotional well-being)	☐	☐	☐	☐	☐
The Arts (Painting, drawing, crafts, music, drama, dance, photography, filmmaking)	☐	☐	☐	☐	☐

7. Have you had serious objections to any films, books, or other learning materials that your child (or children) has (or have) used at this school, for any of the following reasons?

	Yes	No
Political beliefs	☐	☐
Theory of evolution	☐	☐
Sex education	☐	☐
Religious beliefs	☐	☐
Attitudes toward women and their role	☐	☐
Too little emphasis on minority groups	☐	☐
Ways in which minority groups are protrayed	☐	☐
Too much emphasis on minority groups	☐	☐
Sexually explicit reading material	☐	☐

SCHOOL-COMMUNITY RELATIONS

1. During the last year, about how many times have you talked to your child's (or children's) teacher(s) at this school?

☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

☐ 9 or more

☐ Not at all

2. When you have to contact the school regarding your child (or children), how quickly does the school respond to your request?

☐ The school usually responds quickly
☐ The school responds, but after some delay
☐ The school usually doesn't respond at all
☐ I have never had to contact the school

3. Some parents feel they know a great deal about what goes on at their child's (or children's) school; some feel they know just a moderate amount; and some feel they really know very little. How much do you feel you know about this school?

☐ A great deal ☐ A moderate amount ☐ Very little

4. Mark whether or not any of the following have prevented you from being involved in activities at this school.

	Yes	No
Baby sitting/Child care	☐	☐
Lack of transportation to get to the school	☐	☐
Principal's and teachers' attitudes	☐	☐
Conflict with my working hours	☐	☐
My belief that it is the job of the principal and teachers to run the school	☐	☐
Different languages spoken by the school people	☐	☐
Lack of interaction or involvement opportunities	☐	☐
Too many other things to do	☐	☐

5. If these problems were somehow significantly reduced, would you become more involved?

☐ Definitely YES ☐ Perhaps ☐ Probably NOT

6. Below is a list of ways in which parents might participate in school activities

FOR EACH WAY → FIRST: How IMPORTANT do you think it is for parents to participate? | SECOND: How often do you participate?

	FIRST: How IMPORTANT do you think it is for parents to participate?			SECOND: How often do you participate?			
	Very Important	Somewhat Important	Not at all Important	Frequently	Sometimes	Seldom	Never
Acting as classroom aide or volunteer	☐	☐	☐	☐	☐	☐	☐
Serving as a PTA Board member	☐	☐	☐	☐	☐	☐	☐
Attending adult education classes	☐	☐	☐	☐	☐	☐	☐
Acting as guest speaker	☐	☐	☐	☐	☐	☐	☐
Helping at special events	☐	☐	☐	☐	☐	☐	☐
Attending meetings to discuss local political issues	☐	☐	☐	☐	☐	☐	☐
Attending meetings to discuss other community problems	☐	☐	☐	☐	☐	☐	☐
Attending open-house events	☐	☐	☐	☐	☐	☐	☐

7. Below is a list of some types of information this school may have about your child (or children).

FOR EACH TYPE OF INFORMATION

	FIRST: Would this information be USEFUL to you, even if you don't receive it from this school?		SECOND: Do you receive the information from this school?	
	Yes	No	Yes	No
Attendance	☐	☐	☐	☐
Behavior at school	☐	☐	☐	☐
Physical health	☐	☐	☐	☐
Results of state or district tests	☐	☐	☐	☐
Grades/Learning progress	☐	☐	☐	☐
Work habits and study skills	☐	☐	☐	☐
Child's interests	☐	☐	☐	☐

8. Below is a list of sources from which parents can get information about their children and their children's school.

FOR EACH SOURCE

	FIRST: Would you like to get information in this way even if it is not used by this school?		SECOND: Do you get information in this way from this school?	
	Yes	No	Yes	No
Parent-teacher conferences	☐	☐	☐	☐
(required or requested)	☐	☐	☐	☐
Report cards	☐	☐	☐	☐
Written progress reports	☐	☐	☐	☐
Open House/Back to school night	☐	☐	☐	☐
My child (or children)	☐	☐	☐	☐
Other children	☐	☐	☐	☐
Other parents	☐	☐	☐	☐
PTA meetings	☐	☐	☐	☐
Advisory Council meetings	☐	☐	☐	☐
Principal	☐	☐	☐	☐
Teachers (other than parent-teacher conferences)	☐	☐	☐	☐
Counselors	☐	☐	☐	☐
Secretaries	☐	☐	☐	☐
School Board meetings	☐	☐	☐	☐
Grapevine	☐	☐	☐	☐
Newspapers	☐	☐	☐	☐
Radio or television	☐	☐	☐	☐
School newsletters/bulletin	☐	☐	☐	☐
Handbook	☐	☐	☐	☐

9. Below is a list of people and organizations who might make decisions for this school.

FOR EACH PERSON OR ORGANIZATION →

	FIRST: How much influence does each NOW HAVE in making decisions for this school?			SECOND: How much influence do you think each SHOULD HAVE?		
	A lot	Some	None	A lot	Some	None
Parent-teacher organization	☐	☐	☐	☐	☐	☐
Teachers at this school	☐	☐	☐	☐	☐	☐
Community at large	☐	☐	☐	☐	☐	☐
School District Superintendent	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐
Principal	☐	☐	☐	☐	☐	☐
School Advisory Board	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
School Board members	☐	☐	☐	☐	☐	☐
Teachers' unions and associations	☐	☐	☐	☐	☐	☐
City lawmakers	☐	☐	☐	☐	☐	☐
State lawmakers	☐	☐	☐	☐	☐	☐
Federal lawmakers	☐	☐	☐	☐	☐	☐
Special interest groups	☐	☐	☐	☐	☐	☐

10. Below is a list of areas about which parents may or may not advise and/or help make decisions for this school.

FOR EACH OF THESE AREAS →

	FIRST: Do you advise and/or help make decisions for this school?		SECOND: If you do not, would you like to?	
	Yes	No	Yes	No
Hiring and firing teachers	☐	☐	☐	☐
Standards for student behavior	☐	☐	☐	☐
The way students are graded	☐	☐	☐	☐
How the school budget is spent	☐	☐	☐	☐
What textbooks or other learning materials are used	☐	☐	☐	☐
What subjects are taught	☐	☐	☐	☐
How subjects are taught	☐	☐	☐	☐
Hiring and firing administrators	☐	☐	☐	☐
Ways the school and community work together	☐	☐	☐	☐
Setting teacher salaries	☐	☐	☐	☐
After-school programs for children	☐	☐	☐	☐
After-school programs for adults	☐	☐	☐	☐

11. Below is a list of services or activities that may or may not be available at this school.

FOR EACH SERVICE OR ACTIVITY → FIRST: Is it presently available at this school?

SECOND: Whether or not it is presently available, do you think it SHOULD BE?

	FIRST: Is it presently available at this school?			SECOND: Whether or not it is presently available, do you think it SHOULD BE?	
	Yes	No	I don't know	Yes	No
Child care services	☐	☐	☐	☐	☐
Senior citizen programs	☐	☐	☐	☐	☐
Enrichment and recreation classes for adults	☐	☐	☐	☐	☐
*Recreation programs	☐	☐	☐	☐	☐
Literacy and high school completion courses	☐	☐	☐	☐	☐
Legal services	☐	☐	☐	☐	☐
Family guidance and counseling	☐	☐	☐	☐	☐
*Arts programs	☐	☐	☐	☐	☐
Community meetings to solve local problems	☐	☐	☐	☐	☐
*Health and medical services	☐	☐	☐	☐	☐
Lists of job and volunteer opportunities	☐	☐	☐	☐	☐
List of social, cultural and recreational activities available to the area	☐	☐	☐	☐	☐
Calendar of political events (zoning hearings, city council meetings)	☐	☐	☐	☐	☐

*Other then exists at present for students as part of the regular day program.

12. To what extent do you agree or disagree with each of the following statements about your school, the community and education in general?

(Notes: [a] This selection of questions includes many of the same issues/problems that teachers and students respond to.

[b] Response scale: 4- or 6-point agreement scale such as "strongly agree," "mildly agree," "mildly disagree," "strongly disagree."

[c] REMEMBER: What questions you choose should depend upon what issues/problems people concerned with your school think are important.)

12. (cont.)

	Strongly Agree	Midly agree	Agree	Midly Dis-Agree	Dis-agree	Strongly Disagree
1. Most of the teachers at this school are doing a good job	☐	☐	☐	☐	☐	☐
2. Schools should be desegregated	☐	☐	☐	☐	☐	☐
3. What my child is learning in school is useful for what he/she needs to know NOW	☐	☐	☐	☐	☐	☐
4. What my child is learning in school will be useful for what he/she will need to know LATER in life	☐	☐	☐	☐	☐	☐
5. Many teachers at this school are prejudiced	☐	☐	☐	☐	☐	☐
6. Girls get a better education than boys at this school	☐	☐	☐	☐	☐	☐
7. Students should be bused to achieve desegregation	☐	☐	☐	☐	☐	☐
8. Drug abuse is a problem at this school	☐	☐	☐	☐	☐	☐
9. I would allow my child to be bused to achieve desegregation	☐	☐	☐	☐	☐	☐
10. Many teachers at this school don't care about students	☐	☐	☐	☐	☐	☐
11. Many students at this school are prejudiced	☐	☐	☐	☐	☐	☐
12. My child is sometimes afraid of being beat up at school	☐	☐	☐	☐	☐	☐
13. Boys get a better education than girls at this school	☐	☐	☐	☐	☐	☐
14. Students of all races get an equally good education at this school	☐	☐	☐	☐	☐	☐
15. High school students should have job experience as part of their school program	☐	☐	☐	☐	☐	☐
16. There are other places in this community where students could be taught, but this school does not make use of them	☐	☐	☐	☐	☐	☐
17. High schools should provide smoking area for students	☐	☐	☐	☐	☐	☐
18. It would be all right with me to allow prayers in this school	☐	☐	☐	☐	☐	☐
19. The teaching staff in all schools should be desegregated	☐	☐	☐	☐	☐	☐
20. Many students at this school dont care about learning	☐	☐	☐	☐	☐	☐

12. (cont.)

	Strongly Agree	Midly agree	Agree	Midly Dis-Agree	Dis-agree	Strongly Disagree
21. Average students don't get enough attention at this school	☐	☐	☐	☐	☐	☐
22. Alcohol use by students is a problem at this school	☐	☐	☐	☐	☐	☐
23. Too many students are allowed to graduate from this school without learning very much	☐	☐	☐	☐	☐	☐
24. Physical punishment for discipline purposes should be allowed in this school	☐	☐	☐	☐	☐	☐
25. Teachers should have the right to strike	☐	☐	☐	☐	☐	☐
26. The Advisory Council makes important decisions about the educational program at this school	☐	☐	☐	☐	☐	☐
27. My child is placed in the classes which are best for him/her	☐	☐	☐	☐	☐	☐
28. My child receives a lot of individual attention from his/her teacher(s)	☐	☐	☐	☐	☐	☐
29. Teachers are not paid enough at this school	☐	☐	☐	☐	☐	☐
30. My child is graded too hard at this school	☐	☐	☐	☐	☐	☐
31. It is good to have students of different ages and/or grades in the same classroom	☐	☐	☐	☐	☐	☐
32. Property taxes are the best way to finance education	☐	☐	☐	☐	☐	☐
33. I am satisfied with the counseling service at this school	☐	☐	☐	☐	☐	☐
34. Vandalism is a major problem at this school	☐	☐	☐	☐	☐	☐
35. This school should spend more time teaching things like art, music, and drama	☐	☐	☐	☐	☐	☐
36. All high school students should be required to pass a standard examination to get a high school diploma	☐	☐	☐	☐	☐	☐
37. The only time most parents visit schools is when their children are in trouble	☐	☐	☐	☐	☐	☐
38. Advisory Council members represent the views of most of the parents at this school.	☐	☐	☐	☐	☐	☐

12. (cont.)

	Strongly Agree	Midly agree	Agree	Midly Dis-Agree	Dis-agree	Strongly Disagree
39. Every citizen should pay for the support of public education	☐	☐	☐	☐	☐	☐
40. Teachers' unions or associations should be able to bargain about things like class size, curriculum, and teaching methods	☐	☐	☐	☐	☐	☐
41. I usually vote in favor of school boards	☐	☐	☐	☐	☐	☐
42. Students should be able to leave school as early as age fourteen if they can pass a standard examination	☐	☐	☐	☐	☐	☐
43. My child is graded too easy at this school	☐	☐	☐	☐	☐	☐
44. Not enough money is spent for education at this school	☐	☐	☐	☐	☐	☐
45. This school is doing a good job of teaching my child about the political and economic systems of other countries	☐	☐	☐	☐	☐	☐
46. I would prefer to have my child in a private rather than a public school	☐	☐	☐	☐	☐	☐
47. Teachers should have tenure	☐	☐	☐	☐	☐	☐

TEACHER
INTERVIEW

Note: The following examples of interview questions are roughly organized around the same topic headings used in the Teacher Questionnaire. Many more than the samples listed here could be formulated.

Personal Satisfaction

1. How satisfied are you with teaching as a profession?

2. How does teaching at this school contribute to your feeling of satisfaction (or disatisfaction)?

3. What do you like best (and least) about your job?

4. What would be your image of the ideal teaching position?

5. How does this ideal contrast with your present assignment?

Organizational Work Environment

6. What is the most important change that has occurred at this school in the last three years (or since you have been here, if new teacher)? (Examples of Changes: program/curriculum; personnel; student population; school/district/state/federal policies; community/parent involvement; finances; and facilities, resources, and/or materials.)

7. How was change brought about? (What individuals and/or groups were involved? Who initiated? Voluntary or mandated? What type of dialogue took place? Who was involved in discussions? Who made decisions?

8. How smoothly did the change occur? Easy parts? Difficult parts? (Probe for information on communication: Open or closed? Facilitated or inhibited? Dominated by one particular individual or group? Within team/department or across team/deapartment?)

9. Did you feel that the staff had enough information in their problem-solving and decision-making process? (Examples: curriculum materials available; teacher attitudes/opinions or relevant issues; teacher knowledge of what goes on in other classrooms; parent and student perceptions; etc.) What kinds of data would have facilitated the change process?

10. How was the change evaluated? Formally? Informally? Not at all? By whom or what group? Is evaluation thought of as ongoing and always feeding back into the change process or something that happens just at the end?

11. Did the staff have enough time to adequately deal with the change? How could the amount and use of time be improved for staff planning, problem-solving, curriculum development and the like?

12. If you had to rate the general adult working "climate" at this school on a ten-point scale, with 10 being the most positive and 1 being the most negative, where would you place this school? By climate, we mean things like: cooperation, motiviation, openness, flexibility, trust, support, warmth, consideration, morale, ease of problem-solving, etc.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

(Probe for: explanations of rating; contrasts with past experiences; role of principal in the way climate is perceived.)

13. What are tha major problems faced by new people who join the staff? What was it like when you were a new teacher here? Is it the same or different now? In what ways do teachers make new staff members feel welcome or isolated? (Probe for socialization processes on the questions.)

Curriculum and Instructionn

14. How do you view the relative importance of the several general goals or functions of schools? (Define the intellectual/academic, personal, social, and career/vocation goal areas.) It is the function of schools to provide a balanced education in all these areas or should one (which and why) be singled out for emphasis?

15. If you had to rank order them from most important on down, what are the most critical things you want the students in your ________________ period/grade class (subject:________________) to learn this year? By learn, we mean everything that the student should have upon leaving the class that (s)he didn't upon entering. (List no more than five.)

(Note: Questions such as this and some that follow need to be tailored to the class(es) in question for secondary teachers.)

16. Do you feel that you have enough time for instruction, considering whatever time is spent in you ______________________________ period/grade class on routines, social interaction, and behavioral problems?

☐ Yes	☐ No
It is not easy to accomplish this. . . How do you manage it?	This is a difficult problem. What do you think are the major factors.

17. How would you describe the general class "climate' or atmosphere that exists in your ______________________________ period/grade class? By climate, we mean things like students' feelings about you, students' feeling about each other, student perceptions about how well they are being tuaght, student enthusiam, etc.

18. What kinds of information do you rely upon to determine how well students have learned what you intended to teach? (Probe homework, in-class practive, and testing practices.)

19. Do you feel that you have adequate time and resources to be an effective teacher? (Probe for planning, homework feedback, instructional materials, etc.)

School-Community Relations

20. What types of parent involvement do you consider most important to this school? (Probe for both school-related support and support for their child's classroom learning.)

21. What do you think keeps parents from becoming involved? (After response, probe specifically for reasons related to both school and parent atttitudes.)

22. What problems or issues have prompted a high level of parent interest and involvement at this school? (Limit to 3 problems.)

23. Are you aware of any pressure groups within this community that have attempted to make changes at this school? What kind of changes? Were these groups effective (why/why not)?

24. What kinds of community resources do you think exist that this school could use effectively for teaching and learning? Does the school make use of them? Why/why not?

25. How could this school be of benefit to the community as an educational resource? Does this happen? Why/why not?

Teacher Opportunity for Input

26. Are there any other comments you would like to add to those you have already provided in answering these questions?

27. Are there any major school issues or problems that we have overlooked that you think need staff attention?

SCHOOL
DATA
FORM

Note: For some items as indicated, data may be displayed over time for trend analysis. The academic years beginning 1980 and ending 1984 are selected for example only.

1. Student Enrollment/Transiency/Drop-out/Suspension/Expulsion:

(Note: the following data may also be collected and analyzed separately by grade levels.)

	Beginning of Academic Year				During Academic Year			
	Expected to Return							
		Not Returned						
Academic Year	Returned	Other School	Dropped Out	New	Leaving	Entering	Suspended	Expelled
	a	b_1	b_2	c	d	e	f	g
80-81								
81-82								
82-83								
83-84								

Calculations for any academic year:

Enrollment (beginning) = $a + c$ = ______

Enrollment (end) = $a + c + (e - d)$ = ______

Enrollment (average) = E = $a + c + 1/2(e - d)$ = ______

Number of non-returns = b = $b_1 + b_2$ = ______

Transiency Rate (Yearly) = $b/(a + b)$ = ______

Transiency Rate (During Year) = d/E = ______

Drop-Out Rate (Yearly) = $b_2/(a + b_1)$ = ______

Suspension Rate = f/E = ______

Expulsion Rate = g/E = ______

2. Certificated Staff Resources:

# Administrators: ______

# Counselors: h   counselor-to-student ratio = h/E = ______

# Specialists: i   specialist-to-student ratio = i/E = ______

(can break down by type, e.g., learning disability, content specialists, etc.)

Total FTE (Full Time Equivalents) available for instruction: j

# Full-time classroom teachers: k

Instructional resource-to-student ratio = j/E = ______

Teacher-to-student ratio = k/E = ______

3. Teacher Turnover:
(Full-time classroom teachers only)

	Beginning of Academic Year			During Academic Year	
Academic	Expected to Return				
Year	Returned	Not Returned	New	Leaving	Hired
80-81	l	m	n	o	p
81-82	___	___	___	___	___
82-83	___	___	___	___	___
83-84	___	___	___	___	___

(check: k = l + n)
Turnover Rate (Yearly) = m/(l + m)
Turnover Rate (During Year) = o/[k + 1/2(p - o)]

4. Student Attendance/Absenteeism:

Academic Year	Average Daily Attendance	Absentee Rate
80-81	q	q/E
81-82	___	___
82-83	___	___
83-84	___	___

(can be done by grade level pending on data collected in 1.)

5. Building Characteristics:

a. Age (of oldest building): ____
b. Square feet of classroom space: ____
c. Number of classrooms: ____
d. Square feet of accessible grounds: ____

(can divide items b, c, and/or d by E to get space-to-student ratios)

6. Instructional Budget:

Academic Year	Expenditure*	Per Pupil Expenditure
80-81	$	$/E
81-82	___	___
82-83	___	___
83-84	___	___

*Dollars spent related directly to student learning (e.g., personnel, resources, materials, repair, etc.)

Vandalism:

Frequency: ____ incidents/year
Approximate Annual Cost: $____

7. **Teacher Work Contracts:**

For the typical day:

Expected time IN: ____
Expected time OUT: ____

# Days in standard teacher contract for:

Instruction: ____
In-Service: ____
Released time, staff planning: ____

(Secondary) Typical class load:

# classes or periods per day: ____
# preparation periods: ____

Salary Scale:

Beginning: $________
Top: $________

8. **Length of stay for last 3 principals:**

Present: ____ years
Last: ____ years
The One Before: ____ years

9. **(Secondary) Instructional Organization:**

Departmentalized? ☐ No (explain: ________________________________)
☐ Yes Check appropriate subject areas:

Number of Instructional FTE's

☐ English . . . . ____
☐ Mathematics . . . . ____
☐ Social Studies . . . . ____
☐ Science . . . . ____
☐ The Arts . . . . ____
☐ Foreign Language . . . . ____
☐ Vocational/Career Ed . . . . ____
☐ Physical Ed . . . . ____
☐ Others: ____________________ . . . ____

- Attach List of course titles/descriptions offered in each of the above areas checked.

9. (cont.)

- Teacher Class List (by Department/Subject Area):

Teacher	Course Title	Period	Class Size (# students	Tracking Status High	Average	Low	Heterogeneous	Team Taught*
				☐	☐	☐	☐	
				☐	☐	☐	☐	
				☐	☐	☐	☐	

•
•
•

*If Yes, indicate how many other teaches by name.

- Student Academic Course Requirements:

for High School Graduation ____________________

for High School Equivalent ____________________

for College/University entry ____________________

10. (Elementary) Instructional Organization:

Graded? ☐ Yes ☐ No (Explain: ____________________)

Teacher Class List:

Teacher(s)	Grade Level(s)	Class Size*	Team Taught**	Typical Daily/ Weekly Schedule***

•
•
•

*Number students per grade level (if mixed)

**If yes, describe teachers' primary (if any) subject matter responsibilities

***Blocks of time during which reading, language arts, math, science, social studies, the arts, physical education are routinely scheduled

11. Library:

Student capacity: ______
Number of books: ______

12. Achievement Test History:

Note: Report matrices like the following can be prepared for each standardized score dimension (e.g., Arithmetic fundamentals) or each criterion-referenced objective domain (e.g., addition) for which scores are computed.

EXAMPLE: Sycamore Canyon Elementary School

Arithmetic Reasoning

	Years of Assessment				
Grade	'79	'80	'81	'82	'83
4	53	52	54	55	55
5	62	64	64	66	65
6	72	72	73	74	74

Same grade level: consecutive years; different students (cross-sectional trend within grade level)

Same year; consecutive grades; different students (cross-sectional trend across grade levels)

Same students passing through three grades in consecutive years (longitudinal growth)

13. Student Followup:

% of students at this school who go on to graduate from high school: ____%

% of students who go on to higher education:

Vocational/trade school . . . ____%
Junior college . . . . ____%
College/university . . . . . ____%
Professional school . . . . . ____%

14. Community Demography:

Type of environment (check as applicable):

☐ Urban
☐ Suburban
☐ Rural
☐ Industrial
☐ Business
☐ Residential
☐ Other ____________________
____

Property values:
Range: ________________ Median: ________________

Family income:
Range: ________________ Median: ________________

Race/ethnicity percentages:
(Use categories as appropriate)

STAFF
MEETING
OBSERVATION

Observer: ______________________________ Date: ________________

School: _________________________ Time: From _________ To _________

Staff present:

Number of teachers: _______________

What administrators?

____

____

____

Other non-teaching professional staff?

____

____

____

Other staff?

____

____

____

SMO 1

Account of content (include whether or not new or continuing issues)	Account of interaction (including what person or persons are doing the talking and attentiveness of rest of the staff

SUMMARY IMPRESSIONS:

Describe overall leadership and decision-making structure of group.

RATING SCALES

Meeting well organized--Little interference by routines	___ ___ ___ ___ ___ ___	Meeting disorganized--Excessive interference with rules, routines
Team effort--Cooperative	___ ___ ___ ___ ___ ___	Uncooperative, Individualistic
People work constructively to settle conflicts	___ ___ ___ ___ ___ ___	People avoid dealing constructively with conflicts
Things get done	___ ___ ___ ___ ___ ___	Things are let slide
Open discussion by most of the staff	___ ___ ___ ___ ___ ___	Discussion dominated by a few
People are flexible	___ ___ ___ ___ ___ ___	People are inflexible
Decisions are communicated clearly	___ ___ ___ ___ ___ ___	Decisions are fuzzy and unclear
People trust each other	___ ___ ___ ___ ___ ___	People don't trust each other
The morale is high	___ ___ ___ ___ ___ ___	The morale is low
People are attentive and appear to be interested	___ ___ ___ ___ ___ ___	People are not attentive and appear to be disinterested

CLASSROOM
OBSERVATION
SYSTEMS

Observations on Observation Systems for Classrooms

We strongly believe that first-hand experience with what goes on in classrooms in a school is crucial input to any information system designed to further understanding about that school. But the methodology of classroom observation is very complex, many different purposes and formulations have been proposed, literally hundreds of instruments have been developed and used, and even the most complex systems leave much to be desired in terms of providing a complete picture of classroom life.

For these reasons, we cannot propose a particular system that would meet the informational needs of any school or district. Moreover, observational instruments tend to be interdependent systems thus making it a difficult and/or meaningless exercise for us to provide a sampler of items like we have been doing for surveys and interviews.

Instead, we will very briefly outline some general considerations for developing observation systems and point to some very comprehensive reviews and compendiums of systems already developed. Then, *for exemplary purposes only*, we will briefly outline one fairly complex system to demonstrate (a) what detail is possible in observations and (b) how systems can be modified for specific purposes.

Some General Considerations

Observational methods can be very generally classified as informal or formal. *Informal* methods yield the impressions gained from casual, undocumented (i.e., not written) observations that are not pre-structured according to categories and time segments. Yet informal observation may be one of the best techniques for entering "data" into a school-based information system. Principals use this method, but no where near enough. Teachers rarely, if ever, observe one another in the classroom. It seems imperative that staff share one another's teaching experiences in order to move toward a common base of understanding and a synthesis of the information obtained from other data sources and methods.

Formal methods yield a permanent (written) record of what goes on in the classroom that documents the teaching-learning process in a more structured fashion. Two general categories of formal methods are what we will term anecdotal and quantitative. Anecdotal methods yield a continuous narrative of what the observers see over a specified period of time. They are as "factual" and comprehensive as possible using the same kinds of methods as do anthropologists when they conduct ethnographic studies. Certainly humans screen and select information out of their immediate experience, as in an anecdotal observation record. So do researchers in choosing the selection of categories and ratings on more structured observational systems. (See below.) Of course, anecdotal systems can be more structured by training observers to be "on-the-look-out" for certain events (e.g., use of small groups, teacher favoritism towards one sex; etc.). Good anecdotal records provide the richest observational material for an understanding of classroom process. They also can provide an overwhelming amount of material if produced for many classes on many occasions. In a school information system, they are probably best used only for a few classes on a few occasions in order to support and exemplify impressions gained from informal observations and/or the data derived from quantitative methods.

By *quantitative* methods we mean those systems that produce either counts of teaching-learning activities/behaviors organized into predetermined categories or ratings of these events according to predetermined scales. *Counts* can occur continuously over time or noted only once per specified interval of time. Examples are: keeping a running tab on the number of direct questions asked by the teacher to one or more students or, for each five minute interval, noting whether or not one or more students directed an instructional activitiy. Counts tend to be what researchers label low-inference, more "objective" observational data.

Although there are exceptions, *ratings* tend to be more high-inference in nature, calling for observer impressions to be recorded on an ordinal scale. Examples are: the frequency of student decision-making (frequently, often, sometimes, never) or the teacher's level of enthusiasm (high, moderate, low). Interestingly, interobserver reliability -- the extent to which two or more observers of the same class agree on their observations -- has been shown in various studies to range from poor to excellent ragardless of whether so-called high or low inference items are used. Ultimately, both reliability and validity of observation results depend upon (1) the clarity and consistency in *training* observers and (2) the number of times a classroom is observed.

Much more can be said regarding observational methods. Those interested in pursuing the matter further will find excellent starts in the first and second *Handbooks on Research and Teaching* (Medley and Mitzel, 1963 and Roenshine and Furst, 1973). An enormous compendium of various observation systems is available in the collection of documents called "Mirrors for Behavior" (Simon and Boyer, 1967, 1970a,b) available from ERIC. (Look for more recent updates to this series.)

An Example

The system we will briefly describe here represents a modified version of that developed at the Stanford Research Institute by Jane Stallings and her associates for the evaluation of Project Follow Through (Stallings and Kaskowitz, 1974). The modifications, made to fit the purposes of *A Study of Schooling*, occurred in mainly three ways: (1) it was generalized for use at both elementary and secondary schooling levels, (2) variables were separated out by course content and (3) variables were separated out by classroom contexts: instruction, behavior, routine and the remainder (which was labeled "social"). (Much more information on the system than can be presented here can be found in the technical report by Giesen and Sirotnik, 1979.)

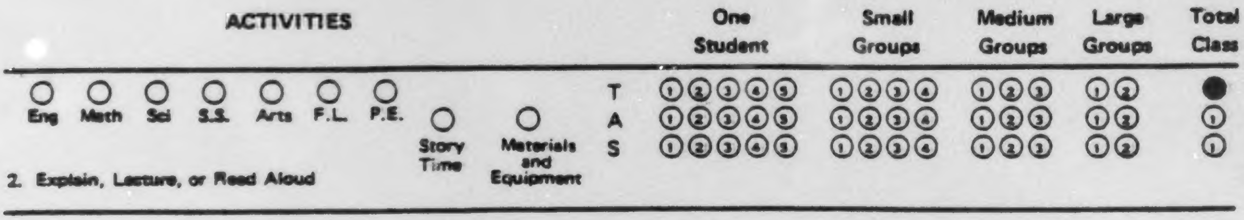
There are four sections to this observation system: (1) physical environment inventory (PEI), (2) daily summary (DS), (3) classroom snapshot (CS), and (4) five minute interaction (FMI). The PEI is designed to record the architectural arrangement of the classroom, seating and grouping patterns, furnishings, and materials and equipment. The DS provides an overview of the space and materials available as well as the decision-making processes in evidence by students and teacher. Observation formats in the PEI and DS sections are either check lists or rating scales.

The CS and FMI sections are considerably more complicated. They occur as pairs four times in a given observation booklet and can be recorded in four equal time intervals per day (at the elementary level) or per period (at the secondary level). The classroom snapshot provides information about what each adult (usually a teacher) and student in the classroom is doing, the size of student groups (if any) and the nature of the activities in progress. The typical CS coding task is to "bubble-in" (or check) the following matrix for each relevant activity:

	One Student	Small Groups	Medium Groups	Large Groups	Total Class
T	①②③④⑤	①②③④	①②③	①②	①
A	①②③④⑤	①②③④	①②③	①②	①
C	①②③④⑤	①②③④	①②③	①②	①
I	①②③④⑤	①②③④	①②③	①②	①

The T, A, C and I rows denote "director-type" modalities representing teacher, aide, students cooperating or students working independently. The column headings denote group sizes (small = 2-6 students; medium = 7-13 students; large = over 13 students) and include individual students and the total class.

When these matrices are crossed with activity types, the three-fold classification of activity-by-director-by-group can describe the whereabouts of every person in the classroom at any point in time (hence the term "snapshot"). A common classroom situation finds the teacher lecturing in the total class and it is recorded as follows:



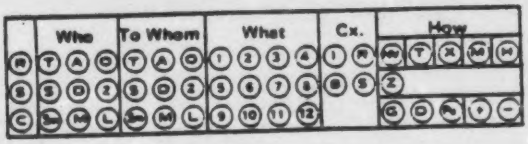
ACTIVITIES		One Student	Small Groups	Medium Groups	Large Groups	Total Class
○ Eng ○ Math ○ Sci ○ S.S. ○ Arts ○ F.L. ○ P.E.	T	① ② ③ ④ ⑤	① ② ③ ④	① ② ③	① ②	●
○ Story Time ○ Materials and Equipment	A	① ② ③ ④ ⑤	① ② ③ ④	① ② ③	① ②	①
2. Explain, Lecture, or Read Aloud	S	① ② ③ ④ ⑤	① ② ③ ④	① ② ③	① ②	①

(The content bubbles enable the observers to record what subject(s) are in progress at the elementary level.) A more complex pattern would require more activity rows for recording. For example, the following CS record indicates that the teacher is demonstrating something to a small group of students, two other small groups are engaged in separate discussions, and the rest of the students in the class are working independently on written assignments (expect for one student who is being helped by an aide):

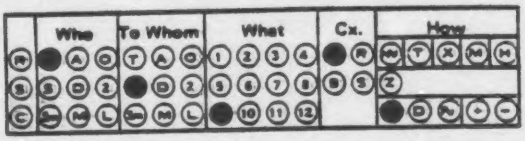
ACTIVITIES		One Student	Small Groups	Medium Groups	Large Groups	Total Class
○ Eng ○ Math ○ Sci ○ S.S. ○ Arts ○ F.L. ○ P.E.	T	①②③④⑤	●②③④	①②③	①②	①
	A	①②③④⑤	①②③④	①②③	①②	①
	S	①②③④⑤	①②③④	①②③	①②	①
3. Demonstration						
○ Eng ○ Math ○ Sci ○ S.S. ○ Arts ○ F.L. ○ P.E.	T	①②③④⑤	①②③④	①②③	①②	①
	A	①②③④⑤	①②③④	①②③	①②	①
	C	①②③④⑤	①●③④	①②③	①②	①
4. Discussion						
○ Eng ○ Math ○ Sci ○ S.S. ○ Arts ○ F.L. ○ P.E.	T	①②③④⑤	①②③④	①②③	①②	①
	A	●②③④⑤	①②③④	①②③	①②	①
	C	①②③④⑤	①②③④	①②③	①②	①
7. Work on Written Assignments	I	①②③④⑤	①②③④	①②③	●②	①

The nature of the data extracted from the CS is basically of two types. First the simple frequency of occurrence of any given activity, director, group type, or combinations of these factors can be computed for each snapshot, summed across snapshots and converted to a percentage based upon the total frequency of all events. These are reasonable indicators for characterizing the classroom setting, but fall short of accounting for how many students are actually involved in each configuration. The second type of information, therefore, weighs the frequency of occurrence data by the estimated number of students involved using an algorithm based upon the known class size and the definitions of group sizes.

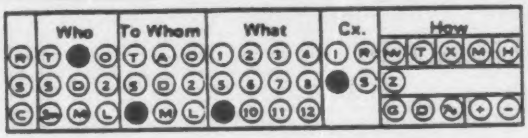
The five minute interaction portion of the observation record is a more continuous accounting of how time is spent in the classroom, focusing upon the teacher and the interactive process between teacher and students. Each interaction is recorded in the following FMI "frame," and an average of 60 such frames can be recorded by trained observers in a given five minute observation period:


Who
To Whom
What
Cx.
How

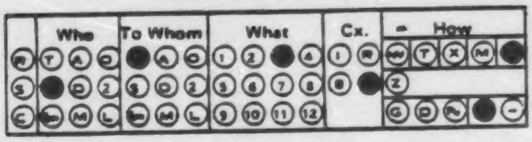
In effect, one of these frames can be "bubbled-in" on the average of every 5 seconds depicting who was doing what to whom and how and in what context. For example, if the teacher (who) was correcting (what) a student (whom) with guidance (how) during instruction (context), the frame would be bubbled in by the observer as follows:


Who
To Whom
What
Cx.
How

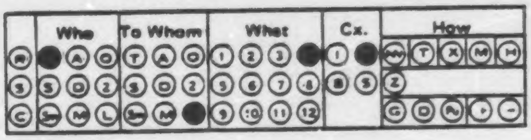
An aide correcting several students in the behavioral context (i.e., discipline and control) would be coded as follows:


Who
To Whom
What
Cx.
How

A student responding to the teacher in a non-task and humourous "social" context with noticeable positive affect would be coded as follows:



The teacher explaining "routine" procedures to the total class would be coded as follows:



The nature of the data extracted from the FMI is basically of one type: for each "who-to whom-what-context-how" interaction defined, the percentage of the total FMI compiled over the observation conforming to the interaction specifications is computed.

Clearly, the combinations and number of quantifiable pieces of information in the FMI and CS sections of the observation system are almost endless. However, for certain purposes only certain combinations would be looked at. For example, the relative amounts of adult versus student "talk" can be easily obtained by adding up the number of frames (a) having T, A or O checked in Who box and (b) not having T, A or O checked in Who box (so long as NV = non-verbal bubble is not checked). These two counts, when divided by the total number of frames completed, represent the relative amount of time spent in adult- and student-initiated verbal interaction. As another example, all frames with the I bubble checked in the context box could be accumulated and divided by the total number of frames; this would yield an estimate of the proportion of time spent by teacher and students interacting over instructional matters.

This system can be further simplified when, for example, only a few activities/behaviors are of particular interest (e.g., 3), only a couple of Who and To Whom distinctions are necessary (e.g., Adult versus Student), and little or no How information is adequate. A frame of this nature would look like this:

Who	To Whom	What	Context
Ⓐ	Ⓐ	① ②	Ⓘ Ⓡ
Ⓢ	Ⓢ	③	Ⓑ Ⓢ

Again, we have presented this brief overview of an observation system only to remind readers of both the complexity of such systems and their amenability to modification for specific purposes. Schools or districts desiring to do something in formal, quantitative observation would be well-advised to get support from specialists in observational methodology.

APPENDIX B

EXAMPLES OF FEEDBACK PACKAGES

|I|D|E|A|--STUDY OF SCHOOLING
Secondary Class-Specific Feedback Package

TEACHER:____
CLASS TYPE: Mathematics PERIOD: 1
APPROXIMATE NUMBER OF STUDENTS ENROLLED:____36____
NUMBER OF STUDENTS HAVING SCORABLE SURVEYS: 26
TIME OF DATA COLLECTION: Fall, 1977

The results reported herein are CONFIDENTIAL and have been sent only to the teacher indicated above. The analyses are based upon the data obtained from students with scorable questionnaire booklets for the class indicated above.

The selection of questions (or items) for feedback was not based upon preliminary analyses for each class separately. Instead, the research staff at |I|D|E|A| selected a uniform set of questions to analyse for all classes in all schools in our study. In fact, almost all the questions in the student survey pertaining to the class were selected.

We have chosen not to report any data based upon the |I|D|E|A|/SRI Observation Instrument. Owing to the complexity of scoring this instrument and the fact that we have extensively modified the original form for the Study of Schooling, we must work through several levels of computer data reduction and analyses before we can make reasonable decisions about selecting data appropriate for feedback purposes. Unfortunately, the time available for analysis and feedback is too short to accommodate these preliminary analyses.

As with any data in the behavioral sciences, interpretation is not an obvious matter. You, the teacher of this class, are in the best position to interpret these results on an "absolute" basis--that is, an interpretation based upon the content of the question and your assessment of the student responses in light of your own perceptions and feelings about this specific class and in the context of your total experience as a teacher.

It is also possible to interpret the data on a "relative" basis--that is, to assess your class results by comparing them to the results of other classes. "Normative" interpretations, such as "My class is below average, average, or above average," can be quite misleading depending upon the characteristics of your class relative to those of the other classes and the purposes for which you might intend to use the results. We have chosen not to report "norms" in this feedback package since we have not yet collected data in a large enough variety of classroom situations to develop norms with sufficient precision to be useful.

THUS, THE DATA TO FOLLOW SHOULD BE VIEWED AS HYPOTHESIS-GENERATING RATHER THAN HYPOTHESIS-CONFIRMING. THE DATA SHOULD STIMULATE DISCUSSION AND PERHAPS FURTHER INVESTIGATION RATHER THAN VERIFY OR DISPROVE ANY PRECONCEPTIONS.

Secondary Class-Specific

The data to follow represent the responses of the sample of students from your class to 98 items pertaining to various interpersonal and instructional aspects or "dimensions" of their classroom experience. These data do not necessarily represent facts; rather, they reflect student perceptions of the learning environment of the classroom along those dimensions we chose to measure. These dimensions are listed below. Although we have given them descriptive titles, their essence is best reflected in the representative items following each dimension. (Each dimension was actually made up of between 2 and 8 related kinds of items.)

1. Teacher Concern
   "I like the teacher in this class."
   "The teacher is fair to me."

2. Teacher Punitiveness
   "This teacher hurts my feelings."
   "The teacher punishes me unfairly."

3. Teacher Authoritarianism
   "This teacher will never admit when he/she is wrong."
   "We don't feel like we have any freedom in this class."

4. Teacher Favoritism
   "The teacher likes some students in this class better than others."
   "The teacher has no favorites in this class."

5. Teacher Enthusiasm
   "This teacher seems to enjoy what he/she is teaching."
   "The teacher seems bored in this classroom."

6. Peer Esteem
   "I like my classmates."
   "In this class, people care about me."

7. Student Satisfaction
   "Students feel good about what happens in this class."
   "After class, I usually have a sense of satisfaction."

8. Student Apathy
   "Failing in this class would not bother most of the students."
   "I don't care about what goes on in this class."

9. Student Decision-Making
   "Students help make the rules for this class."
   "Students help decide what we do in this class."

10. Classroom Dissonance
    "The students in this class fight with each other."
    "Students in this class yell at each other."

Secondary Class-Specific

11. Student Compliance
    "I usually do the work assigned in this class."
    "I usually do everything my teacher tells me to do."

12. Student Competitiveness
    "There is a lot of competition in this class."
    "When I'm in this class, I feel I have to do better than other students."

13. Student Cliqueness
    "Some groups of students refuse to mix with the rest of the class."
    "Certain students stick together in small groups."

14. Classroom Rules
    "In this class, there is a strict set of rules for students to follow."
    "We don't have too many rules in this class."

15. Classroom Physical Appearance
    "The room is bright and comfortable."
    "I like the way this classroom looks."

16. Instructional Practices: Perceived Purpose
    "We know why the things we are learning in this class are important."
    "We have to learn things without knowing why."

17. Instructional Practices: Organization
    "Students know the goals of this class."
    "Things are well planned in this class."

18. Instructional Practices: Clarity of Communication
    "The teacher gives clear directions."
    "I understand what the teacher is talking about."

19. Instructional Practices: Task Difficulty
    "I do not have enough time to do my work for this class."
    "Some of the things the teacher wants us to learn are just too hard."

20. Instructional Practices: Task Persistence
    "Our teacher makes sure we finish our work."
    "I get to practice what I learn in this class."

21. Instructional Practices: Knowledge of Results
    "The teacher tells me how to correct the mistakes in my work."
    "We know when we have learned things correctly."

Secondary Class-Specific

Students respond to each item on a four-point agreement scale. The student may "strongly agree," "mildly agree," "mildly disagree," or "strongly disagree" and would receive a score from 1 to 4 or from 4 to 1 depending upon how the item is worded and to which dimension it belongs. Students are then given scores on each dimension which are their mean (arithmetic average) item scores defining that dimension. Finally, the class "receives" a score which is the mean of all the students' scores on that dimension.

The effect of this scoring system is that the _higher_ the score on any dimension, the _more_ of what that dimension represents is perceived by the students. For example, the higher the score on Teacher Concern, the more "teacher concern" perceived (on the average) by the students. The higher the score on Student Apathy, the more "student apathy" perceived (on the average) by the students.

The data for the sample of students from your class are presented below. The class mean and the distribution of student scores (converted to percentages on the four-point response scale), for each dimension defined above, are as follows:

		Number	Student Distribution (%)			
Dimension	_Mean_	_of Students_	_1_	_2_	_3_	_4_
1. Teacher Concern..................	3.7	26	00	00	23	77
2. Teacher Punitiveness............	1.4	26	77	23	00	00
3. Teacher Authoritarianism........	1.4	26	65	35	00	00
4. Teacher Favoritism..............	2.1	26	12	69	15	04
5. Teacher Enthusiasm..............	3.9	26	00	00	04	96
6. Peer Esteem.....................	3.2	26	00	08	73	19
7. Student Satisfaction............	3.3	26	00	12	50	38
8. Student Apathy..................	1.4	26	62	38	00	00
9. Student Decision-Making.........	2.2	26	04	73	23	00
10. Classroom Dissonance...........	1.4	26	65	31	04	00
11. Student Compliance.............	3.5	26	00	08	31	62
12. Student Competitiveness........	2.8	26	00	35	54	12
13. Student Cliqueness.............	2.9	26	00	23	69	08
14. Classroom Rules................	2.1	26	12	65	23	00
15. Classroom Physical Appearance..	3.2	26	04	08	54	35
16. Instructional Practices: Perceived Purpose...............	3.1	26	00	15	54	31
17. Instructional Practices: Organization....................	3.3	26	00	00	65	35
18. Instructional Practices: Clarity of Communication......	3.4	26	00	04	58	38
19. Instructional Practices: Task Difficulty................	2.0	26	19	62	19	00
20. Instructional Practices: Task Persistence...............	2.8	26	00	35	54	12
21. Instructional Practices: Knowledge of Results..........	3.4	26	00	04	58	38

Secondary Class-Specific

The students were asked to give their perceptions and feelings about certain aspects of the curriculum and learning environment in your class. These questions are reproduced below, followed by the percentages of students making each possible response. Not all questions were answered in each booklet; therefore, the number (N) of students actually responding to each of the items is indicated in parentheses following the item.

How interesting or boring for you is what you are learning in this class? (N=26)

	% *
Very interesting	50
Sort of interesting	42
Sort of boring	08
Very boring	00

How hard or easy for you is what you are learning in this class? (N=26)

	%
Too easy	04
Sort of easy	23
Not too easy; not too hard	54
Sort of hard	19
Too hard	00

How useful is what you are learning in this class for what you need to know...

Now? (N=26)

	%
Very useful	15
Useful	38
Useless	38
Very useless	08

Later in life? (N=26)

	%
Very useful	38
Useful	58
Useless	04
Very useless	00

Listed below are three ways students can work in this subject. Mark the circle which tells how much you like or would like to work in each way, even if you don't do so now.

Percent of students responding...

	Like very much	Like somewhat	Dislike somewhat	Dislike very much
Alone (N=26)	38	38	08	15
With a small group (N=26)	42	38	15	04
With the whole class (N=26)	23	38	15	23

---

* Note that percentages throughout this report are rounded to the nearest whole percentage point. Thus, they will not always add up to 100%.

Secondary Class-Specific

(Mathematics)

In this class, which of the following things usually takes (1) the most, (2) the next most, and (3) the least amount of time?

Percent of students responding...

	Most	Next most	Least
Daily routines* (N=26)	00	100	00
Learning (N=26)	100	00	00
Getting students to behave (N=26)	00	00	100

* Passing out materials, taking attendance, making announcements, etc.

Listed below are some things that you might do in this class. How much do you or would you like to do each thing, even if you don't do it in this class?

Percent of students responding...

	Like very much	Like somewhat	Dislike somewhat	Dislike very much
Listen to the teacher when he/she talks or shows how to do something (N=26)	54	46	00	00
Go on field trips (N=26)	62	19	15	04
Do research and write reports (N=26)	04	23	31	42
Listen to student reports (N=26)	00	27	54	19
Listen to speakers who come to class (N=26)	31	50	19	00
Have class discussions (N=26)	46	46	08	00
Build or draw things (N=26)	12	69	15	04
Do problems or write answers to questions (N=26)	23	65	12	00
Take tests or quizzes (N=26)	15	62	15	08

Secondary Class-Specific

(Mathematics)

Listed below are some things that your teacher might have you do in this class.

First, how often do you do each thing in this class?

Percent of students responding...

	Always or most of the time	Often	Not very often	Never
Remember facts, rules, or operations (N=26)	50	42	08	00
Do number problems (N=26)	62	35	04	00
Tell in my own words what I have learned (N=26)	04	04	46	46
Do word problems (N=25)	08	24	56	12
Tell how rules, operations, and problems are the same or different (N=26)	04	46	46	04

Second, how much do you or would you like to do each thing, even if you don't do it in this class?

Percent of students responding...

	Like very much	Like somewhat	Dislike somewhat	Dislike very much
Remember facts, rules, or operations (N=26)	15	69	15	00
Do number problems (N=25)	16	76	08	00
Tell in my own words what I have learned (N=26)	04	23	31	42
Do word problems (N=26)	04	54	19	23
Tell how rules, operations, and problems are the same or different (N=26)	04	46	38	12

TEACHER (T), PARENT (P) AND STUDENT (S) DATA

Depending upon the issue, teachers and parents, teachers and students, or teachers, parents, and students were asked essentially the same question on their respective survey questionnaires. These questions are reproduced (or paraphrased) below, followed by the percentages of response by the relevant data sources (Ts, Ps, and/or Ss).

Below is a list of things which may be problems at any school. To what extent do you think each is a problem at this school?

Percentages Responding . . .

	"Not a Problem"			"Minor Problem"			"Major Problem"		
	T	P	S	T	P	S	T	P	S
1. Student misbehavior	0	7	5	28	48	41	72	46	54
2. Teachers don't discipline students	15	19	37	54	46	44	30	35	19
3. Poor curriculum	41	24	29	41	55	47	18	21	24
4. Lack of student interest (poor school spirit, don't want to learn)	0	22	19	34	49	50	66	29	31
5. Poor teachers or teaching	32	20	41	47	50	41	21	30	18
6. School too large/Classes overcrowded	18	26	45	48	42	35	33	32	19
7. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	44	*	37	44	*	34	12	*	29
8. Inadequate or inappropriate distribution of resources (e.g., personnel, buildings, equipment, and materials)	3	19	18	46	39	37	52	42	45
9. The administration at this school	23	34	40	42	39	41	36	27	19
10. Drug/Alcohol use	15	15	18	65	41	40	21	44	42
11. Prejudice/Racial conflict	44	36	38	53	44	44	3	20	18
12. Busing for integration	91	68	51	9	20	36	0	12	13
13. Federal, state or local policies and regulations that interfere with education	41	38	*	44	39	*	16	23	*
14. Desegregation	88	70	*	12	24	*	0	6	*
15. Lack of parent interest	0	15	*	30	48	*	70	37	*
16. Lack of staff interest in good school-community relations	21	26	*	59	48	*	21	25	*

NOTE: For a description of the Teacher sample, see page 10, Parent sample, page 29, and Student sample, page 19.

*This data source not asked this question.

|I|D|E|A|--STUDY OF SCHOOLING
Secondary School-General Feedback Package

SCHOOL: JUNIOR HIGH SCHOOL Grades 7 & 8

TIME OF DATA COLLECTION: SPRING 1977

The results reported here are based upon the responses to questions in the teacher, parent, and student survey questionnaires. The questions selected for this report do not relate to any specific class or teacher; instead, they pertain to issues at the school level and about education in general, as perceived by teachers, parents, and students.

The selection of questions (or items) for feedback was not based upon preliminary analyses for each school separately. Instead, the research staff at |I|D|E|A| selected a uniform set of questions from each survey to analyse for all schools in our study. Our selections were based on what we thought would be most useful to teachers. We were helped in this task by teacher consultants and by our own experience in preparing feedback for schools in a pilot project for this study.

There are a number of important issues pertaining to sampling and interpretation which people should be aware of as they examine the data. Due to their somewhat technical nature, a discussion of these issues has been included as an appendix to this feedback package, beginning on page 27. We strongly urge you to read this material.

Suffice it to say here that the data are best interpreted as representing the perceptions, opinions and attitudes of only those teachers, students, and parents who filled out the questionnaires. To generalize beyond these samples is risky, especially with respect to the parent data.

As a teaching or non-teaching professional associated with this school and community, you are in the best position to interpret these results because of your own knowledge, perceptions and feelings about this specific school and community. WE HOPE THAT YOU AND THE REST OF THE STAFF AT THIS SCHOOL WILL VIEW THESE DATA AS HYPOTHESIS-GENERATING RATHER THAN HYPOTHESIS-CONFIRMING. THESE DATA SHOULD STIMULATE DISCUSSIONS AND PERHAPS MORE DEFINITIVE STUDIES RATHER THAN VERIFY OR DISPROVE ANY PRECONCEPTIONS.

The data to follow will be presented in three major sections: (a) Survey results on items in common for teachers, parents, and students, (b) other teacher survey results, and (c) other student survey results. (Note that percentages are rounded off to the nearest whole percentage point; thus, they will not always add up to 100%.)

School-General

The following statements are about this school or about general issues in education. Please indicate the extent to which you agree or disagree with each statement. (For reporting purposes, "strongly" and "mildly" agree and "strongly" and "mildly" disagree responses were combined into two categories, "Agree" and "Disagree," respectively. "Agree" percentages are reported here; "disagree" percentages can be obtained by subtracting from 100.)

	Percent Agreement			Number of Cases		
	T	P	S	T	P	S
AT THIS SCHOOL . . .						
1. What students are learning is useful for what they need to know NOW	79	82	81	34	213	432
2. What students are learning will be useful for what they will need to know LATER in life	88	79	86	34	213	433
3. Most of the teachers are doing a good job	85	79	74	34	214	436
4. There are other places in this community where students could be taught, but this school does not make use of them	30	37	54	33	204	427
5. Many students don't care about learning	94	67	74	34	214	428
6. Too many students are allowed to graduate without learning very much	82	73	62	34	212	431
7. Many teachers are prejudiced	18	33	38	34	207	429
8. Many students are prejudiced	38	49	58	34	211	434
9. Girls get a better education than boys	3	12	26	34	211	431
10. Boys get a better education than girls	0	9	23	34	210	419
11. Students of all races get an equally good education	94	81	82	34	213	431
12. Average students don't get enough attention	62	68	52	34	210	435
13. Drug use is a problem	74	66	63	34	208	420
14. Student violence is a problem	62	42	41	34	211	429
15. The counseling service is adequately meeting students' needs	29	44	*	34	211	*
16. It is easy for me to get help from a counselor when planning my school program	*	*	51	*	*	429
17. If I have a personal problem, it would be easy for me to get help from a counselor	*	*	46	*	*	430
18. If I need help planning for a career, it would be easy for me to get help from a counselor	*	*	52	*	*	430
19. Parents should have a say in what is taught	85	*	76	33	*	433
20. Teachers are not paid enough	97	75	*	34	201	*
21. Not enough money is spent for education	91	78	*	34	209	*

*This data source not asked this question.

School-General

The numbers of cases (teachers, parents and students) responding to the previous items are presented below:

	Number of Cases**		
	T	P	S
1. Student misbehavior	29	210	409
2. Teachers don't discipline students	33	205	423
3. Poor curriculum	34	199	420
4. Lack of student interest (poor school spirit, don't want to learn)	29	207	411
5. Poor teachers or teaching	34	205	421
6. School too large/Classes overcrowded	33	207	421
7. How the school is organized (class schedules, not enough time for lunch, passing periods, etc.)	34	*	412
8. Inadequate or inappropriate distribution of resources (e.g., personnel, buildings, equipment, and materials)	33	204	405
9. The administration at this school	31	202	413
10. Drug/Alcohol use	34	206	407
11. Prejudice/Racial conflict	34	202	413
12. Busing for integration	34	204	421
13. Federal, state or local policies and regulations that interfere with education	32	201	*
14. Desegregation	34	202	*
15. Lack of parent interest	33	206	*
16. Lack of staff interest in good school-community relations	34	204	*

*This data source not asked this question.

**These are the total number of teachers, parents and students responding to each of the items. This type of column heading will be used in many tables to follow.

School-General

	Percent Agreement			Number of Cases		
	T	P	S	T	P	S
IN GENERAL . . .						
1. Schools should be desegregated	59	57	80	34	206	434
2. Students should be bused to achieve desegregation	6	21	65	34	210	429
3. High school students should have job experience as part of their school program	82	93	87	34	212	434
4. Teachers should have the right to strike	50	38	*	34	214	*
5. Teachers' unions or associations should be able to bargain about things like class size, curriculum, and teaching methods	74	63	*	34	212	*
6. All high school students should be required to pass a standard examination to get a high school diploma	88	84	*	34	214	*
7. Students should be able to leave school as early as age fourteen if they can pass a standard examination	41	22	*	34	214	*
8. The only time most parents visit schools is when their children are in trouble	100	86	*	33	215	*
9. Property taxes are the best way to finance education	24	51	*	34	210	*
10. I usually vote in favor of school bonds	71	71	*	34	206	*
11. I would prefer to have my child in a private rather than a public school	*	38	*	*	213	*
12. Teachers should have tenure	*	62	*	*	193	*

*This data source not asked this question.

School-General

Schools usually provide education in a variety of areas.* However, some areas may be more important at one school than at another.

Which one of the following areas receives the most emphasis at this school?

	Percentages		
	T	P	S
	(N= 35)**	(N= 200)**	(N= 414)**
Social Development	3	16	10
Intellectual Development	46	38	59
Personal Development	3	8	12
Vocational Development	49	38	20

*Social Development is instruction which helps students learn to get along with other students and adults, prepares students for social and civic responsibility, develops students' awareness and appreciation of our own and other cultures.

Intellectual Development is instruction in basic skills in mathematics, reading, and written and verbal communication; and in critical thinking and problem-solving abilities.

Personal Development is instruction which builds self-confidence, creativity, ability to think independently, and self-discipline.

Vocational Development is instruction which prepares students for employment, development of skills necessary for getting a job, development of awareness about career choices and alternatives.

**Numbers in parentheses are the total number of teachers, parents and students who responded to this item. This type of notation will be used in many tables to follow.

If you had to choose only one of these areas, which do YOU THINK this school should emphasize?

	Percentages		
	T	P	S
	(N= 35)	(N= 208)	(N= 406)
Social Development	6	11	12
Intellectual Development	51	47	31
Personal Development	26	17	19
Vocational Development	17	24	38

Students are often given the grades A, B, C, D, and Fail to describe the quality of their work. If schools could be graded in the same way, what grade would you give this school?

	Percentages		
	T	P	S
	(N= 35)	(N= 213)	(N= 428)
Grade			
A	0	8	7
B	17	24	22
C	37	42	33
D	40	17	17
Fail	6	8	21

Below is a list of people and organizations who might make decisions for this school.

How much influence does each of these people and organizations now have in making decisions for this school.

Percent Responding . . .

	"A Lot"		"Some"		"None"		Number of Cases	
	T	P	T	P	T	P	T	P
1. Parent-teacher organization	3	20	76	70	21	11	34	198
2. Teachers at this school	0	30	82	61	18	10	34	200
3. Community at large	18	9	59	51	24	40	34	197
4. School District Superintendent	97	74	3	21	0	5	34	199
5. Students	3	8	42	41	54	51	33	197
6. Principal	44	44	50	51	6	6	34	201
7. School Advisory Council	0	20	29	58	71	22	34	188
8. Parents	9	9	71	51	21	40	34	197
9. School Board members	88	58	9	38	3	4	34	199
10. Teachers' unions and associations	0	16	36	58	64	25	33	190
11. State lawmakers	29	45	68	42	3	13	34	194
12. Federal lawmakers	26	46	65	40	9	13	34	194

How much influence do you think each should have?

Percent Responding . . .

	"A Lot"		"Some"		"None"		Number of Cases	
	T	P	T	P	T	P	T	P
1. Parent-teacher organization	12	51	88	44	0	5	33	203
2. Teachers at this school	53	51	44	48	3	2	34	201
3. Community at large	21	43	74	51	6	6	34	199
4. School District Superintendent	38	47	62	52	0	2	34	201
5. Students	3	26	85	68	12	6	34	200
6. Principal	32	51	65	48	3	1	34	201
7. School Advisory Council	9	42	82	54	9	4	34	196
8. Parents	12	44	85	54	3	2	34	201
9. School Board members	29	43	71	56	0	1	34	201
10. Teachers' unions and associations	9	24	79	50	12	26	34	199
11. State lawmakers	6	28	88	58	6	14	34	201
12. Federal lawmakers	6	26	68	50	26	24	34	199

School-General

To the extent that parents are not involved in school activities, indicate whether or not each of the following is a major reason.

	% Indicating "Yes"		Number of Cases	
	T	P	T	P
1. Baby sitting/Child care	71	23	34	197
2. Lack of transportation to get to the school	59	29	34	202
3. Principal's and teachers' attitudes	38	20	34	195
4. Conflict with their working hours	71	57	34	200
5. Their belief that it is the job of the principal and the teachers to run the school	68	19	34	196
6. Different languages spoken by the school people and parents	59	10	34	197

Teachers: In general, when you have to contact a parent regarding his/her child, how quickly does the parent respond to your request? (N= 34)

	%
1. Parents usually respond quickly	24
2. Parents usually respond, but after some delay	44
3. Parents do not respond at all	24
4. I have not contacted any parents	9

Parents: When you have to contact the school regarding your child (or children), how quickly does the school respond to your request? (N= 215)

	%
1. The school usually respond quickly	52
2. The school responds, but after some delay	20
3. The school usually doesn't respond at all	5
4. I have never had to contact the school	23

TEACHER SURVEY DATA

Description of the teacher sample with respect to four key demographic characteristics:

	Sample %
SEX:	
Male	47
Female	53
AGE:	
Less than 30	53
30-39	12
40-49	0
50 or more	35
RACE/ETHNICITY:	
White/Caucasian/Anglo	85
Black/Negro/Afro-American	3
Oriental/Asian-American	3
Mexican American/Mexican/Chicano	6
Others	3
YEARS IN THIS SCHOOL:	
1-3	80
4-6	10
7-9	7
10 or more	3

The responses obtained from the teachers in this sample to selected questions in the teacher survey are summarized on the following pages.

School-General

In general, how satisfied are you with the current teacher evaluation system used at this school? (N= 34)

	%
Very satisfied	6
Somewhat satisfied	29
Somewhat dissatisfied	15
Very dissatisfied	50

Indicate whether or not you would like to see the following changes in the current evaluation procedures used at this school.

	% Indicating "Yes"	Number of Cases
1. Having different people do the evaluations	61	33
2. More frequent evaluations	30	33
3. Modified/different criteria used	76	34
4. Less frequent evaluations	33	33
5. Modified/different ways that results are communicated to you	61	33

Which one of your regular work activities do you like best and which one do you like least?

	% of Teachers Responding . . .	
	"Like Best" (N= 34)	"Like Least" (N= 34)
DAILY WORK ACTIVITY . . .		
1. Teaching (actual instruction)	59	0
2. Teaching preparation (planning and preparing lessons, getting supplies, setting up room, etc.)	3	0
3. Disciplining students	0	26
4. Working with individual students	21	0
5. Required classroom routines (roll call, dismissal, etc.)	0	6
6. External classroom disruptions (P.A. system, students taken out of class, etc.)	0	3
7. Testing and grading	0	6
8. Required non-instructional duties (yard supervision, meetings, clerical, inventory, etc.)	0	38
9. Formal interaction with other staff members (conferring, organizing, etc.)	0	12
10. Informal interaction with other staff members (lounge, cafeteria, etc.)	6	3
11. Interaction with parents	12	6

School-General

The responsibilities that teachers have vary from school to school. Sometimes these responsibilities are small in number, sometimes they are large in number. Below is a list of some of the things about which teachers may help make decisions. Please indicate how much influence the teachers at your school have in decisions made about each of the following:

	Percent Responding . . .			
	"A Lot of Influence"	"Some Influence"	"No Influence"	Number of Cases
1. Changes in curriculum	15	68	18	34
2. Instructional methods that are used in classrooms	56	38	6	34
3. Standards of pupil behavior in their own classrooms	85	15	0	34
4. Standards of pupil behavior in halls and on playground	38	56	6	34
5. Daily schedule in their own classroom	64	24	12	33
6. Daily school schedule for students	15	29	56	34
7. Special behavior problems with individual pupils	18	76	6	34
8. Special all-school affairs, such as open house, assemblies, etc.	15	59	26	34
9. Committing the staff to participate in special projects or innovations	3	38	59	34
10. Community relations policy	0	26	74	34
11. School publications	3	35	62	34
12. Unusual problems that affect the whole school	3	56	41	34
13. Time of staff meetings	0	12	88	34
14. Content of staff meetings	0	36	64	33
15. The way in which staff meetings are conducted	0	15	85	34
16. Arrangements for parent conferences	26	59	15	34
17. Assignments for teacher duties outside of classrooms (yard duty, etc.)	0	21	79	34
18. Planning social gathering of school staff	15	47	38	34
19. Standards of dress for pupils	0	21	79	34
20. Standards of dress for staff	6	30	64	33
21. Assigning pupils to classes	0	50	50	34
22. Assigning teachers to classes	3	9	88	34
23. Ways of reporting pupil progress to parents	24	62	15	34
24. Preparing the school budget	3	9	88	33
25. Managing the funds available for instructional purposes	3	18	79	34
26. Selecting volunteer teaching assistants	3	9	88	34

School-General

	Percent Responding . . .			
	"A Lot of Influence"	"Some Influence"	"No Influence"	Number of Cases
27. Selecting paid teaching assistants............	3	0	97	34
28. Selecting part-time teachers for the school staff	0	3	97	34
29. Selecting full-time teachers for the school staff	0	6	94	34
30. Evaluating the performance of teaching assistants..................................	3	29	68	34
31. Evaluating the performance of full-time teachers..................................	0	12	88	33
32. The dismissal and/or transfer of teachers....	3	6	91	34
33. Selecting administrative personnel to be assigned to the school......................	3	0	97	34

To summarize these results, teachers, depending upon their responses, are given a score on each of the above items as follows: 3 = A Lot of Influence; 2 = Some Influence; 1 = No Influence. Teachers then receive an overall score equal to their mean (arithmetic average) of the item scores. We have given the title "teacher influence" to these scores; the distribution (converted to percentages on the three-point response scale) for your school is as follows: (N= 34)

Teacher Influence	%
A Lot of Influence (3)	0
Some Influence (2)	59
No Influence (1)	41

School-General

The following data represent the responses of the sample of teachers from this school to 77 items pertaining to various interpersonal and organizational aspects or "dimensions" of their work experience. These data do not necessarily represent facts; rather, they reflect teacher perceptions of the work environment of this school along those dimensions we chose to measure. These dimensions are listed below. Although we have given them descriptive titles, their essence is best reflected in the representative items following each dimension. (Each dimension is actually made up of 20 to 30 related kinds of items. Note that "staff" refers to teachers and other adults working in the school who affect the work environment of the teacher. All items are to be read as preceded by the phrase: In this school. . . .)

1. Organizational Problem-Solving
   - "The staff is continually evaluating its programs and activities and attempting to change them for the better."
   - "The administrator(s) and teachers collaborate in making the school run effectively."
   - "The staff makes good decisions and solves problems well."
   - "Problems are recognized and worked on; they are not allowed to slide."
   - "It is often unclear as to who can make decisions."
   - "After decisions are made, nothing is usually done about them."

2. Principal Leadership
   - "The principal tries to deal with conflict constructively; not just 'keep the lid on.' "
   - "The principal's behavior toward the staff is supportive and encouraging."
   - "The principal sees to it that staff members perform their tasks well."
   - "Staff members feel free to communicate with the principal."
   - "Conflicts between the principal and one or more staff members are not easily resolved."
   - "The principal is reluctant to allow staff members any freedom of action."

3. Staff Cohesiveness
   - "A friendly atmosphere prevails among the staff."
   - "Staff members support and encourage each other."
   - "Staff members are tolerant of each others' opinions even if those opinions are different from their own."
   - "When conflicts occur between the staff members, they handle them constructively rather than destructively."
   - "There are cliques of teachers who make it difficult to have an open climate."
   - "Staff members don't really trust each other enough."

School-General

Teachers respond to each item on a six-point agreement scale; that is, the teacher may "strongly agree," "moderately agree," "mildly agree," "mildly disagree," "moderately disagree," or "strongly disagree" with each item. If the item is positively (favorably) worded, e.g., the first four examples for each dimension, these agreement responses would be scored 6, 5, 4, 3, 2, or 1 respectively. If the item is negatively (unfavorably) worded, e.g., the last two examples for each dimension, these agreement responses would be scored 1, 2, 3, 4, 5, or 6 respectively. Thus, the higher the score, the more favorable or positive the response.

Each teacher is then given a single score on each dimension, equal to the mean (arithmetic average) of their item scores defining that dimension.

The data for the sample of teachers from this school are presented below. The school mean and the distribution of teacher scores (converted to percentages on the six-point response scale) are as follows, for each dimension defined above:

			Teacher Distribution (%)					
Dimension	Mean	Number of Cases	1	2	3	4	5	6
1. Organizational Problem-Solving	3.4	34	3	12	41	29	12	3
2. Principal Leadership	3.4	34	12	18	24	26	9	12
3. Staff Cohesiveness	3.7	34	0	3	44	35	15	3

Many questions regarding the interrelationships among teacher characteristics, perceptions, and/or attitudes can be investigated using the data we have collected. For example, is there a relationship (correlation) between how teachers perceive their work environment and the number of years they have worked at this school?

One way of looking at the data to help answer a question of relationship is to compute what is called a correlation.

School-General

Correlations can range in value between -1 through 0 to +1, representing perfect "inverse" or "negative" relationships through "no" relationship to perfect "direct" or "positive" relationships. Correlations exactly equal to -1, 0, or +1 are, however, rarely found. Usually, the coefficients are decimal numbers between these values. For any work environment dimension, if the correlation coefficient is positive, teachers are tending to respond favorably on the dimension, the longer they have been working at this school. Conversely, if the coefficient is negative, teachers are tending to respond favorably on the dimension, the less experience they have had in this school.

As a rough rule of thumb, the following adjectives can be applied to the following ranges of correlation values:

Range of Values	Adjectives
-.19 to +.19	Extremely low; near zero
.20 to .39 (or -.20 to -.39)	Low
.40 to .59 (or -.40 to -.59)	Moderate
.60 to .79 (or -.60 to -.79)	High
.80 to .99 (or -.80 to -.99)	Extremely high; near perfect

(Technically, we are using the Pearson product-moment coefficient of linear correlation.)

The following results are correlations between the teachers' scores on the various dimensions of work environment and (1) the teachers' years of work experience at this school and (2) the teacher influence scores (see pages 13 and 15):

	Correlations with . . .	
Work Environment Dimension	Years of Work Experience at this School	Teacher Influence
1. Organizational Problem-Solving	-.08	.36
2. Principal Leadership	-.28	.26
3. Staff Cohesiveness	-.22	.41

IMPORTANT--Correlation does not imply causation. Even if X is highly correlated with Y, we cannot infer that X causes Y or, conversely, that Y causes X. We can only say that the two characteristics are somehow related.

School-General

The following data represent the responses of the sample of teachers from this school to 17 items dealing with several dimensions of classroom instruction. The data do not necessarily represent "truths"; rather, they reflect teacher attitudes (or "educational beliefs") about what they would term good or bad learning environments for the classroom. The dimensions are listed below. Although we have given them descriptive titles, their essence is best reflected in the representative items following each dimension. (Each dimension is actually made up of 5 or 6 related kinds of items.)

1. Pupil Participation
   "Good teacher-student relations are enhanced when it is clear that the teacher, not the students, is in charge of classroom activities."

   "Student initiation and participation in planning classroom activities are essential to the maintenance of an effective classroom atmosphere."

2. Discipline and Control
   "An orderly classroom is the major prerequisite to effective learning."

   "There is too great an emphasis on keeping order in most classrooms."

3. Instructional Goals
   "The teaching of basic skills and subject matter is the most important function of the school."

   "The learning of basic facts is less important in schooling than acquiring the ability to synthesize facts and ideas into a broader perspective."

School-General

Teachers respond to each item on a six-point agreement scale; that is, the teacher may "strongly agree," "moderately agree," "mildly agree," "mildly disagree," "moderately disagree," or "strongly disagree" with each item. If the item is "traditionally" worded, e.g., the first item exemplifying each dimension, these agreement responses would be scored 6, 5, 4, 3, 2, or 1 respectively. If the item is "non-traditionally" worded, e.g., the second item exemplifying each dimension, these agreement responses would be scored 1, 2, 3, 4, 5, or 6 respectively. Thus, the higher the score, the more "traditional" the response. It is important to keep in mind that the phrases "traditional" and "non-traditional" are defined here only in terms of responses to the indicated items--they should carry no further connotations.

Each teacher is then given a single score on each dimension, equal to the mean (arithmetic average) of their item scores defining that dimension.

The data for the sample of teachers from this school are presented below. The school mean and the distribution of teacher scores (converted to percentages on the six-point response scale) are as follows, for each dimension defined above:

Dimension	Mean	Number of Cases	Teacher Distribution (%) 1	2	3	4	5	6
1. Pupil Participation............	3.8	34	0	3	32	53	12	0
2. Discipline and Control........	4.6	34	0	0	15	29	50	6
3. Instructional Goals...........	4.1	34	0	9	21	41	24	6

Is there a relationship (correlation) between "educational beliefs" as expressed by the above questions and the total number of years of teaching experience?

The following results are correlations between the teachers' scores on the several dimensions of "education beliefs" and the teachers' total years of teaching experience.

Dimension	Correlation* with Total Years of Teaching Experience
1. Pupil Participation.........................	-.15
2. Discipline and Control.....................	.43
3. Instructional Goals........................	.26

*See page 16 for guidelines in interpreting correlations.

School-General

STUDENT SURVEY DATA

Description of the student sample with respect to four key demographic characteristics:

	Sample %
SEX:	
Male	52
Female	48
GRADE:	
7	48
8	52
AGE:	
12	21
13	43
14	28
15 and over	8
RACE/ETHNICITY:	
White/Caucasian/Anglo	45
Black/Negro/Afro-American	5
Oriental/Asian-American	1
Mexican-American/Mexican/Chicano	49
Others	0

The responses obtained from the students in this sample to selected questions in the student survey are summarized on the following pages.

School-General

The following data represent the responses of the sample of students to 19 items pertaining to several dimensions of "self concept." These data do not necessarily represent facts; rather, they reflect student perceptions of themselves along those dimensions we chose to measure. These dimensions are listed below. Although we have given them descriptive titles, their essence is best reflected in the representative items following each dimension. (Each dimension is actually made up of 6 or 7 related kinds of items.)

1. General

   "I'm pretty sure of myself."

   "I often wish I were someone else."

2. In Relation to Peers

   "I'm easy to like."

   "Most people are better liked than I am."

3. In Relation to School/Academic

   "I'm proud of my schoolwork."

   "I'm not doing as well as I'd like to in school."

School-General

Students respond to each item on a four-point agreement scale; that is, the student may "strongly agree," "mildly agree," "mildly disagree," or "strongly disagree" that the item does describe how they think about themself. If the item is positively (favorably) worded, e.g., the first item exemplifying each dimension, these agreement responses would be scored 4, 3, 2, or 1 respectively. If the item is negatively (unfavorably) worded, e.g., the second item exemplifying each dimension, these agreement responses would be scored 1, 2, 3, or 4 respectively. Thus, the higher the score, the higher the self-concept.

Each student is then given a single score on each dimension, equal to the mean (arithmetic average) of their item scores defining that dimension.

The data for the sample of students from this school are presented below. The school mean and the distribution of student scores (converted to percentages on the four-point response scale) are as follows, for each dimension defined above:

Dimension	Mean	Number of Cases	Student Distribution (%) 1	2	3	4
1. General	2.6	437	2	40	53	5
2. In Relation to Peers	2.8	437	1	25	68	7
3. In Relation to School/ Academic	2.7	437	1	31	60	9

School-General

Is there a relationship between the self-concept of students and their sex or grade level? This relationship can be looked at by comparing the mean scores for different groups of students based upon sex or grade level.

Means for Student Groups Based on . . .

Self-Concept Dimension	Sex		Grade Level	
	Males	Females	7	8
1. General	* 2.7	2.5	* 2.5	2.7
2. In Relation to Peers	2.8	2.8	* 2.7	2.9
3. In Relation to School/ Academic	2.7	2.8	2.8	2.7

NOTE: Since these data are for only a sample of students, do these differences really describe the true differences for all students at this school . . . or are they largely the result of differences due to the particular sampling of students? You can assume that any result in the above table preceded by an asterisk (*) is probably a good indicator of the real differences in your student population. "Probably" means that we would be wrong only one time out of 100 if we repeated the sampling process over and over again. (Technically, the asterisk indicates those results statistically significant at the .01 probability level, using the F-test for mean differences between groups.) This type of analysis will be indicated for all subsequent tables showing differences between group means.

On the following pages, means or percentages of student responses will be presented for selected questions. These statistics will be given for the total sample as well as for groups of students based on sex and grade level.

School-General

There may be a lot of things you like about this school, but if you had to choose the one best thing, which one of the following would it be? First read through the list, and then mark the circle next to the one you think is the best thing about this school.

% for Student Groups Based on . . .

	*Sex		Grade Level		Overall
The One Best Thing	Males	Females	7	8	Sample
1. Fair rules and regulations........	7	3	6	4	5
2. My friends......................	40	49	41	48	45
3. The classes I'm taking...........	4	6	6	4	5
4. Teachers......................	2	3	2	4	3
5. Little or no prejudice or racial conflict...................	3	3	3	3	3
6. The variety of class offerings.....	3	1	3	1	2
7. Sports activities................	22	10	17	16	16
8. Extracurricular activities other than sports................	1	1	1	1	1
9. The campus, buildings, and equipment	2	1	2	1	1
10. Good student attitudes (friendly, good school spirit, cooperative).............	4	10	6	7	7
11. The principal and other people in the office who run the school	3	3	5	1	3
12. Nothing	8	11	10	9	10

(N= 417)

NOTE: Since these data are for only a sample of students, do these differences describe the true differences for all students at this school . . . or are they largely the result of differences due to the particular sampling of students? Instead of looking at differences between averages (as on page 22), we are now looking at differences between percentage distributions. In the above table, each column constitutes a single set of data. Therefore, an asterisk preceeding either the sex and/or grade level columns signifies the pattern of differences in percentages is probably a good indicator of the real pattern in your student population. (Technically, we are using the Chi-Square test and the asterisk indicates those results statistically significant at the .01 probability level.) This type of analysis will be indicated for all subsequent tables showing differences between group percentages.

In general, how do you like the following subjects? (Means are based on this four-point response scale: "Like Very Much" = 4, "Like Somewhat" = 3, "Dislike Somewhat" = 2, "Dislike Very Much" = 1.)

Means for Student Groups Based on . . .

Subject	Sex: Males	Sex: Females	Grade Level: 7	Grade Level: 8	Overall Sample	Number of Cases
English	2.7	2.8	2.7	2.8	2.8	427
Mathematics	2.7	2.6	2.7	2.6	2.7	421
Social Studies	2.6	2.5	* 2.4	2.7	2.6	426
Science	2.9	3.0	* 3.2	2.7	2.9	421
The Arts	3.0	3.2	3.2	3.1	3.1	408
Foreign Language	2.5	2.5	2.5	2.5	2.5	377
Vocational/ Career Education	3.1	3.0	* 2.8	3.3	3.1	376
Physical Education	*3.3	3.0	3.1	3.2	3.1	420

In general, how important are the following subjects? (Means are based on this four-point response scale: "Very Important" = 4, "Somewhat Important" = 3, "Somewhat Unimportant" = 2, "Very Unimportant" = 1.)

Means for Student Groups Based on . . .

Subject	Sex: Males	Sex: Females	Grade Level: 7	Grade Level: 8	Overall Sample	Number of Cases
English	3.4	3.6	3.5	3.5	3.5	433
Mathematics	3.5	3.6	3.6	3.5	3.6	424
Social Studies	*2.9	3.1	3.0	3.0	3.0	429
Science	3.0	3.0	* 3.2	2.9	3.0	417
The Arts	2.6	2.6	2.7	2.6	2.6	407
Foreign Language	2.9	3.0	3.0	2.9	2.9	390
Vocational/ Career Education	3.3	3.3	3.3	3.3	3.3	390
Physical Education	3.1	3.0	* 3.2	2.9	3.0	426

School-General

Educational aspirations of students:

% for Student Groups Based on . . .

If I could do anything I want, I would like to . . . (N= 430)	Sex		*Grade Level		Overall Sample
	Males	Females	7	8	
1. Quit school as soon as possible	6	11	6	9	8
2. Finish high school	30	36	26	38	33
3. Go to trade or technical school	6	4	5	5	5
4. Go to junior college	2	2	2	2	2
5. Go to a 4-year college or university	28	22	23	28	25
6. Go to graduate school after college	5	4	8	2	5
7. Don't know	23	20	29	16	22

I think my parents would like me to . . . (N= 433)	Sex		Grade Level		Overall Sample
	Males	Females	7	8	
1. Quit school as soon as possible	2	1	2	1	1
2. Finish high school	32	40	33	36	36
3. Go to trade or technical school	4	1	4	1	3
4. Go to junior college	6	5	5	6	5
5. Go to a 4-year college or university	45	39	43	43	42
6. Go to graduate school after college	9	11	9	11	10
7. Don't know	3	3	4	2	3

Actually, I will probably . . . (N= 432)	Sex		Grade Level		Overall Sample
	Males	Females	7	8	
1. Quit school as soon as possible	4	4	4	5	4
2. Finish high school	29	41	28	39	35
3. Go to trade or technical school	6	1	2	5	4
4. Go to junior college	7	10	9	7	8
5. Go to a 4-year college or university	36	28	34	31	32
6. Go to graduate school after college	7	7	8	6	7
7. Don't know	12	9	14	7	10

School -General

The overall percentages of student response for the following question were presented previously when we compared them with teacher and parent responses.

Students are usually given the grades A, B, C, D and Fail to show how good their work is. If schools could be graded in the same way, what grade would you give to this school?

% for Student Groups Based on . . .

	Sex		Grade Level		Overall
Grade	Males	Females	7	8	Sample
A	7	7	11	4	7
B	22	22	24	19	22
C	34	31	28	37	33
D	16	19	17	18	17
Fail	20	22	20	22	21

(N= 428)

APPENDIX

Guidelines for Interpreting the Results

As with any data in the behavioral sciences, interpretation is not an obvious matter. As a teaching or non-teaching professional associated with this school and community, you are in the best position to interpret these results on an "absolute" basis--that is, an interpretation based upon the content of the question and your assessment of the data in light of your own perceptions and feelings about this specific school and community and in the context of your total experiences in education.

It is also possible to interpret the data on a "relative" basis--that is, to assess you school's results by comparing them to the results of other schools. "Normative" interpretations, such as "My school is below average, average, or above average" can be quite misleading depending upon the characteristics of your school relative to those of the other schools and the purposes for which you might intend to use the results. We have chosen not to report "norms" in this feedback package, since we have not yet collected data in the variety of school-community situations necessary to develop norms with sufficient precision to be useful.

We have, thus far, been referring to issues pertaining to "descriptive" interpretation. That is, the data for just those persons responding are interpreted as descriptions of the ideas expressed in the questions. To the extent that these results stimulate useful discussions among the school staff and others concerned about the school, the data have, in our view, served their main feedback purpose.

With appropriate caution, descriptive analyses can become more powerful to the extent that the descriptions can be generalized to the population of interest. This introduces issues pertaining to "inferential" interpretations, exemplified by the following question: Can we confidently assume (with a reasonable probability), that statistics computed from the data of a sample of respondents would be like those computed for the population of respondents from which we sampled, had we, indeed, given questionnaires the entire population? In other words, can we generalize our descriptive interpretations of the responses to questionnaire items in the booklets returned by . . .

(1) teachers, to all the teachers in the school?

(2) parents, to all the parents of students at the school?

(3) students in the classes sampled, to all the students at the school?

Unfortunately, there are no simple answers to these questions. Technically speaking, a strictly random sampling of respondents is necessary in order to draw statistical inferences. Rarely are such samples possible in educational research where comprehensive questionnaire, interview, and observational data are collected with minimal disruption of the daily activities of the school. Nevertheless, samples of the kind which we have obtained for this school can still be adequately representative of the populations. And to the extent that they are--that is, to the extent that they are like the samples that would have been expected had sampling been performed purely at random--statistical inferences can be valuable as approximations to population descriptions.

The number of scorable questionnaire booklets we obtained (sample size) relative to the number possible (population size) for teachers, parents, and students are as follows:

Respondent Type	Approximate Population Size	Sample Size	Approximate Minimum Sample Size Required
Teachers........................	42	35	38
Parents (Families)..............	663	218	244
Students........................	764	462	256

But not all respondents, for whom we obtained scorable booklets, responded to every single question in their booklets. For example, although we have 462 student questionnaire booklets from your school which were sufficiently complete to be processed by our optical scanning machine, any given question in the booklet may have been answered by fewer than 462 students.

Therefore, we have provided another column in the table above which contains the approximate minimum sample size required for making accurate inferences about response percentages. Every time a percentage is reported, we will also report the actual number of cases upon which the percentage was based. If this number of cases is equal to or greater than the minimal size required, than it is sufficiently large so that a statistical inference about the percentage is accurate (at least) to within 5 percentage points with 95% confidence.

For example, suppose that 68% of the students responded "Yes" to a particular question and that the number of students answering the question was equal to or greater than the minimum required. Then, hypothetically, if the sampling processes were repeated over and over again (indefinitely), 95% of the analyses of the results for this question would show that between 63% and 73% of the students responded "Yes."

But we must once again warn the reader that having a large enough quantity of data, in and of itself, is not sufficient--since these samples were not strictly random, the question of how representative the samples are must also be considered.

School-General

It has been our experience that the data obtained for teacher and student samples is fairly representative of the corresponding populations at the total school level. In most of the schools we have studied, most teachers turn in a scorable questionnaire booklet. Students are sampled by sampling classes according to a broad content outline covering almost all curricular areas.

We have less confidence in parent representativeness since our sample consists of only those parents who chose to mail back a scorable survey. Every family at this school was either mailed a questionnaire or field workers delivered questionnaires to families, in a door-to-door campaign. A preliminary analysis of the resultant parent sample with respect to four key demographic variables follows:

	Sample %	Approximate* Population %
AGE:		
Less than 30	1	3
30-39	51	80
40-49	35	15
50 or more	13	2
YEARLY FAMILY INCOME:		
Less than $5,000	11	33
$5,000-9,999	24	40
$10,000-14,999	32	18
$15,000-19,999	20	6
$20,000-24,999	9	2
$25,000 or more	4	1
RACE/ETHNICITY:		
White/Caucasian/Anglo	60	46
Black/Negro/Afro-American	4	4
Oriental/Asian-American	1	0
Mexican-American/Mexican/Chicano	33	50
Others	2	0
YEARS LIVED IN THIS COMMUNITY:		
Less than 1	10	10
1-3	24	34
4-8	28	27
9-15	18	26
More than 15	19	3

*Data obtained from school officials.

Until such time as we have fully analyzed the data obtained on "non-responding" parents (parents for whom additional follow-up was required to obtain completed surveys), we cannot recommend generalizing sample results to all the parents of students at this school.

Appendix C

School District Summaries*

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* The district names that follow are fictitious and correspond to those used in the Bank and Williams (1980 and 1981) reports. We have relied heavily upon these reports in the discussions that follow, particularly of demographic descriptions, district structure, and the collection and use of information on student achievement.

BAYVIEW

Background Information

Demographics

The Bayview Unified School District is a medium-sized district in a growing urban community with a population of about 100,000. Bayview's student population is approximately 14,5000, with both the numbers of minority and low income students increasing. Of the 52.7% minority enrollment, Black students represent approximately 30% and Filipino students represent approximately 11%. The socioeconomic status of Bayview's student population is extremely diverse. For example, recent data indicate that 7% of Bayview's third grade students come from professional families, 17% from semiprofessional families, 48% from skilled/semiskilled families, and 30% from unskilled or welfare families. There are 22 schools employing 700 teachers, in the Bayview district: Sixteen are kindergarten through 6th grade; four are 7-9th grade junior high school; and two are senior high schools.

In spite of the District being classified as a "low wealth" school district, Bayview has the reputation of being innovative. This stems from its efforts for the past six years in organizing staff development programs for elementary and secondary principals and teachers. Additionally, the Superintendent who served from 1972 to 1980 encouraged the writing of grants and procured federal and state funds for staff development activities, such as a State professional Development Center, a federal Teacher Center program and a federal Teacher Corp Program.

Overview of District Functions

Staff development is the core activity which stimulates other ideas within the District and around which other functions coordinate. Within the District office there is a core leadership group that includes the Superintendent, the Director of Instruction, Coordinator of Staff Development, and Coordinator of Curriculum, all former colleagues at one of the District's schools. The Director of Special Services, who handles special education programs and their evaluations, the Coordinator of Special Projects, who manages other federal and state programs and their evaluations and the Director of Research and Assessment, are influential but not central members of the group. Coming out of a decade of decentralization, individuals' roles, responsibilities and reporting arrangements are shifting in order to promote greater coordination among testing, evaluation, instruction, and staff development functions within the central office and the schools.

Formal Data Collection and Dissemination

Interest in testing and evaluation is relatively new within the District. General skepticism among the District's leadership group exists regarding the match between tests and evaluations and the District's instructional program, as well as fear about the community consequences of spotlighting low student scores. Nevertheless, they have demonstrated an openness to the possibilities that examining test specifications and the patterns of student scores can lead to specific instructional adjustments. The central office staff decided that a

District-wide effort to use evaluation information to improve instruction had to be initiated. The plan included developing awareness on the part of principals, training principals in the use of test results, and providing direction for school site analysis and planning. This process let to a series of long-range efforts in the area of curriculum and instruction.

Achievement Data Collection and Use

The District administers three types of norm-referenced tests: the Comprehensive Test of Basic Skills (CTBS) in grades K-9 (K is optional), the State Assessment program in grades 3, 6 and 12, and a Physical Performance Test in grades 5, 7 and 10. The Coordinator of Special Projects describes CTBS scores as primarily useful in preparing the needs assessment sections of subsequent Title I proposals and justifying programmatic activities. Some teachers find the test results useful during parent conferences.

State Assessment Program testing -- one half hour per student on sampled items -- provides comparative data on how districts within the state are performing. School-wide scores on the State Assessment tests are released to the press concurrently with their transmission to the district. School Board concern and widespread coverage by newspapers of district scores, encouraged the administration to develop strategies to increase scores. Observation of teachers, demonstrated that, although teachers believe they were addressing areas of the test, teachers had difficulty defining these skills to be taught as well as diagnosing for the skills. The District built task analysis cycles into Professional Development Center programs focusing on the low scoring skill areas and administrators drew up a three-step process in which school staffs were required to submit, in writing, an analysis of their test data and a plan for improvement. Efforts are also underway analyzing the match between the State Assessment test specifications and the district's curricular emphases.

Proficiency testing by all districts in the state was mandated by the State Legislature in 1974. Each district was to develop both its own examination and a system for screening and providing remedial instruction for students before their last year in school. Students, beginning with the class of 1981, who had not passed the examination would not be granted a diploma. Forms for grades 5, 8, 9, 10 and 11 were developed by Bayview in reading, writing and mathematics. Teachers are represented on a District Proficiency Exam Committee, that develops remedial procedures for students not passing the examination during the pre-12th grade screening. The district developed and implemented district-wide continua in reading, math, and language in 1979 when 50% of the 8th graders did not pass the exam. This effort was followed by the identification of benchmark skills to form the content of a District criterion-referenced testing system. The requirement that teachers test their students and record progress on a district-wide k-6 student profile card has moved the continua into focus as the basis for instruction.

Other testing activities in the district relate to the compliance monitoring and evaluation of Title I schools, the Bilingual Program and the five schools participating in the school Improvement Program.

Non-Achievement Data Collection and Use

The district collects information on attendance and racial composition, along with information on student behavior and transfer actions for both elementary and secondary students. These data are summarized and included in annual district reports.

Stilton Unified School District

Background Information

Demographics

The Stilton Unified School District is a medium-sized district in a community undergoing rapid transition. From a primarily blue-collar, semi-rural community in the early 70's, Stilton's SES level is increasing. Once a single industry town, Stilton is becoming a white collar and professional bedroom community to the large metropolitan area seventy-five miles away. Land developers are building large subdivisions within the Stilton area. The result is a steadily increasing population, a rising student enrollment and a need for new schools. The Stilton Unified School District operates thirteen elementary schools, three junior high schools, one high school, and one continuation high school. There are 12,000 students attending these schools at the last count although the population may have increased subsequently. There are 623 certificated personnel and an additional 211 aides. Stilton is classified as a "low wealth" school district; however like other districts in the state, it receives approximately two million dollars annually from the State School Improvement and Compensatory Education programs and federal funds through the Title I program.

Overview of District Functions

The current Superintendent, appointed in 1972, began his tenure with an emphasis on individualized instruction. Due to discontent on the part of the community and the Board with low test scres and with other evidence of students' learning deficiencies, individualization has given way to an emphasis on basic skills organized according to grade-level standards. Accompanying the emphasis on basic skills has been a commitment to traditional features of fundamental schooling.

The Director of Elementary Education, who as a former principal, successfully implemented fundamentalism in one of Stilton's elementary schools, has been given the power and authority to implement a gradual change to fundamentalism in all 13 elementary schools. The effort to centralize the curriculum and evaluation process in Stilton, referred to as the Management System, is supported by the School Board. A schism exists within the district office, however, between the fundamentalist approach and a more cognitive and systems approach to education.

Formal Data Collection and Dissemination

Evaluation seems to be a salient concern in Stilton. The district intention is to link testing and evaluation closely with instruction. Test specifications are used to rethink the curriculum. Successful instruction is defined as that which raises test scores and test scores are being used to monitor student and school performance.

Achievement Data Collection and Use

The district administers four achievement tests to students. The Boehm Test of Basic Concepts is given to kindergarden students to test of mastery of verbal concepts; the CTBS is given to students in grades K-10; the State Assessment Program is given using matrix sampling in grades 1, 3, 6, and 12; and criterion-referenced state proficiency exams are given in grades 3, 6, 8 and 10.

The Comprehensive Test of Basic Skills (CTBS) has been used for many years in order to fulfill federal evaluation requirements. The CTBS results act as a primary indicator of student learning. It is also used to identify participants for Title I services. The District also administers the Survey of Basic Skills at grades 3, 6, and 12, as part of the mandated State Assessment Program. Since both the CTBS and the State Assessment Program tests emphasize reading, math and language arts, the curriculum is focused on these subject areas and the test data from both tests are used to monitor the level of student achievement in the district. The Testing Coordinator, who has the responsibility of reviewing test results obtained from the CTBS and the State Assessment Program tests on a school by school basis, meets annually with principals and teachers to review the implications of the scores for school site planning. Stilton also has schools that participate in the state-funded School Improvement Program. Sites participating in the program are visited by Program Quality Review Teams trained by the State that assess the extent of school site planning and the consistency of activities with previously developed plans.

The district is now in the process of developing the test and the remedial programs needed for the state-mandated minimum competencies testing. The Assistant Superintendent has initiated the use of McGraw-Hill's Individualized Criterion-/Referenced Testing (ICRIT) System for reading on a district-wide basis and had urged each school to develop its own criterion-reference tests in math and language arts. A continua development committee, under the direction of a fundamental school suporter, revised the continua in math and language arts and the district is in the process of integrating the individual school criterion-referenced tests into a district-wide testing system.

Non-Achievement Data Collection and Use

The district's interest in the use of evaluation data to structure curriculum and to monitor school-site functioning is further illustrated by the district's evaluation review teams. First started in the Spring of 1980, the teams visit each school once a year. A district staff member described the wide-ranging interests of these teams as including:

- the learning atmosphere
- the feelings of students
- the services provided by aides
- the communication between teachers and aides
- the materials used in the classroom
- the classroom management skills of the teacher

The review team conducts an exit interview with the principal and staff. Follow-up appears to be in the hands of the principal, with monitoring of their actions left to informal interaction between the Testing Coordinator and the individual principal.

SHELTER GROVE

Background Information

Demographics

Shelter Grove Unified School District is a small school district consisting of five elementary schools, two middle schools, and one high school, with a total enrollment of 5,700 students. The District is located in a relatively stable, homogeneous, upper-middle class suburban community. Approximately 15% of the students attending Shelter Grove schools are minority.

The school age enrollment gradually declined during the late 70's necessitating the closure of two schools. Teacher and administrator mobility has been minimal. Fifty-five percent of teachers have been in the District more than ten years; forty-six percent of principals are long-term staff. Eighty percent of the individuals in the small central staff have been with the district more than ten years. The district has called itself a "poorer than average elementary district", averaging around the 31st percentile in dollar expenditures per pupil as compared with other California school districts.

Overview of District Functions

A testing Director is responsible for administration of the district's testing system and also works in schools in a counseling capacity to link testing with instruction and the district's continua. The continua in reading, language arts, and math guides the teachers in their selection of materials to teach students. A school-based materials and media center, staffed by Media Specialists, and the District office Material's Coordinator facilitates the acquisition of equipment and supplementary curriculum materials.

These instructionally-linked functions are supported by a Professional Development Program (PDP) and by Learning Specialists in each school. The PDP, managed by a Staff Development Coordinator, provides training to administrators, principals and teachers in instructional design, student motivation, task analysis and diagnosis. The role of Learning Specialist has become institutionalized--teachers regard learning specialists as master teachers who are available to help them solve their problems. Learning Specialists spend 40% of time working directly with children and 60% of time working with teachers, individually or in on-site inservice activities. The Staff Development Coordinator meets with the Learning Specialists in each school twice a month to coordinate district staff development.

Administrative Council meetings are held weekly in order to facilitate communications between central office staff and the superintendent. A Communications Council including the district Superintendent, one Board member, one principal and several teachers, meets monthly to share information and make recommendations.

Formal Data Collection and Dissemination

Shelter Grove has developed a structure that links evaluation and testing data collection with instruction. It is an evolving system moving along in a generally consistent direction.

Achievement Data Collection and Use

The District administers a number of tests, including the CTBS, State Assessment Tests, and a criterion-referenced test. The

Comprehensive Test of Basic Skills (CTBS) is given annually to the students in the two elementary schools participating in the Title I program in order to comply with evaluation requirements.

The district administers the State Assessment Tests in grades 1, 3, and 6, in conformity with State regulations. The Director of Testing finds the scores from the State Assessment tests useful in public relations with the media and parents, to examine the performance of children in certain subject areas, and to examine long-term trends in the district.

According to district staff, the foregoing tests and evaluation procedures do not have the power to affect instruction in the same way as the district's Criterion-referenced Testing System. This system, developed over time by teachers, is the major device regulating instruction. The test is referenced to a graded sequence of instructional continuum for reading, language arts, and math. The criterion-referenced test (CRT), each taking no more than half an hour to administer, are given three times a year, or more often at teachers' discretion. The test booklets are scored by the teachers and then sent to the Testing Coordinator who returns printouts to teachers with their students' scores, organized by objectives, printed out by learning group. The Testing Advisory Committee, composed of one principal and several teachers from different schools, works with the Testing Director to continually update and improve the CRT System.

The most important use of the CRT information is made by the classroom teacher in planning for instruction. Scores are aggregated by the Testing Coordinator into individual student profiles and instructional group profiles, and made available to schools. Teachers confer with parents using the objectives printed out for the CRT tests and meet with principals to set goals for children in each instructional group. Teachers meet with Learning Specialists in each school to discuss their profiles and plan any revisions which appear necessary in instruction.

Another use of the testing information occurs at the district level. District administrators can review test results with site administrators to set district and site level instructional priorities using summary reports on students, groups, classroom and school. The testing system is also used to meet proficiency standard requirements manadated by the state. Proficiency tests, composed of various segments of the CRT tests are administered to students in grades 4, 5, and 6. Prior to parent conferences, letters are sent to parents for any students who are performing at two grade levels behind.

All seven elementary schools in Shelter Grove participate in the state-wide School Improvement Program. The school-wide planning and the evaluation--conducted on-side by a three-member team trained and organized by the state--is viewed as compatible with other District efforts.

Non-Achievement Data Collection and Use

The district uses an annual Attitude Survey of students, teachers, and parents to ascertain their degree of satisfaction with the elementary school program. The student questionnaire asks self-report items relating to the child's perception of himself or herself as student in particular subject areas as well as his or her feelings about the school, the classroom and the teacher. The adult questionnaires ask for opinions about the functioning of the school program. This information is analyzed by the Testing Director who reports it back to the principals and teachers on an annual basis.

NORTHTOWN

Background Information

Demographic

Northtown School District, serving a large metropolitan area, enrolls students who are diverse in socioeconomic and racial characteristics. Since the 1950's, the population has changed dramatically from a primarily white majority to an increasing percentage of Blacks, Hispanics and Asians. Overall, the district has experienced declining enrollments, however, because of population shifts and geographic constraints, it is in the unusual position of closing down some central city schools while building new schools in recently developed outlying areas. The district operates close to 200 schools, K-12, and employs over 4,000 teachers. The district has searched nationally for its teaching and administrative staff and ahs been able to maintain high staff stability over the last 20 years.

The district is presently under court order to desegregate its schools and is facing possible court-ordered busing if appropriate steps are not taken to ease the reality and effects of racial isolation. A major concern for the court, the community, and the district is pupil achievement on the CTBS battery and because of this concern, the district has sought ways to integrate CTBS into its decentralized instructional and curricular decisionmaking structure. The district is required to give norm-referenced tests each year to every child in a large number of schools with special funded programs. In these schools, the district evaluation office has devised an individualized system that aggregates CTBS scores by school and presents them in a way intended to maximize their use for school-side decisionmaking.

Belief in their decentralized system has been jolted by the persistently low performance of students in the Racially Isolated Minority Schools (RIMS) on the CTBS battery. Under court order, the district has instituted a more centralized, predetermined program in these few schools and has had to committ themselves to "guaranteeing" a specific level of student growth as measured by CTBS.

Overview of District Functions

The district operates a decentralized management approach with considerable authority for instruction and curricular development residing at local school sites. One of the results of Northtown's decentralized system has been a considerable proliferation of District instructional programs. As the district became increasingly diverse and complex, it became necessary to design procedures that would bring some sense of order and facilitate communications. An elaborate integrating committee structure was formed to insure representativeness in district-level decisions.

The main committees are: Curriculum-Instruction Committee, Special Activities Committee, School Renewal Committee, New Programs Committee, and Superintendent's Leadership Council. They are designed to perform specific screening, advising, decisionmaking, and development functions. The key coordinating committee is the Curriculum-Instruction Committee with a membership that cuts across functional lines. This Committee monitors processes for instructinal program development, reviews all proposals for program changes, and makes recommendations to the Superintendent's Leadership Council.

It was thought that the decentralized, school-based organizational and functional structure that had been developed would be the most effective way to meet the needs of an increasingly divergent student population. In twenty Racially Isolated Minority Schools (RIMS), however, it became evident that there was disparity between their pupils' achievement and the achievement of pupils in other schools. When the district received court-ordered desegregation, they initiated a number of program and activities to improve the educational programs and pupil performance in the RIM schools. The hoped for improvement of pupil achievement has not materialized, and the district administration has increasingly limited the freedom of RIMS staffs to try to solve these difficult problems individually. The result is that the district is essentially trying to maintain one kind of plan and structure for the majority of its schools (decentralized, relatively high autonomy) and another structure for its RIM Schools (centrally prescribed, highly structured programs with guaranteed results).

Formal Data Collection and Dissemination

As with most urban districts, Northtown's evaluation and testing activities have developed largely in response to state and federally-mandated evaluations of funded programs. Staff in the Evaluation Services Office of the district are responsible for conducting internally-evaluated programs and special nonmandated evaluation and research studies. Often these studies are requested by administrators regarding some ongoing district activity or program, or about some proposed program. A recent example was a special report on the BTES Interruption Study which led to a district policy to reduce interruptions and thereby increase time on task in RIM schools.

Achievement Data Collection and Use

The testing programs administered by Northtown School District are the district-wide Comprehensive Test of Basic Skills (CTBS), the required state test battery, and a proficiency testing program. The purposes of district-wide testing are to provide the Superintendent, the Board, principals and teachers with an assessment of achievement in basic skills for analysis of program weaknesses and strengths.

The State Assessment tests are administered to students in the 3rd, 6th and 12th grades. An annual report of the results is submitted to the Board of Education. These test results are analyzed to see if they reveal instructional or curricular deficiencies; however, the teachers seldom referred to the test results as having any influence on their teaching methods.

Recently, external events have had a profound effect on the district's evaluation and testing programs. Required to use the norm-referenced Comprehensive Test of Basic Skills (CTBS) tests to satisfy judicial mandates, the district is building a testing/evaluation/instruction linking subsystem which utilizes these tests. This subsystem, though not operating in all schools, is an attempt to link student scores on norm-referenced tests to local school-site instructional decisionmaking through the mechanism of evaluation reports. Therefore, it appears that of the tests the district administers, the CTBS program currently has the greatest impact on the district's decisionmaking particularly in the RIM schools.

CTBS is given district-wide in grades 5, 8, and 11, and to all students enrolled in special project schools (e.g., Title I). The scores are used differentially by various groups. The Board, the Citizens Integration Council and the court are particularly interested in CTBS score gains in the RIM Schools. The Principals and the compensatory education staff use CTBS in writing School Improvement Program (SIP) and Title I reports and in program planning. The CTBS results are used as one means of checking on district- wide instructional programs and providing necessary remediation.

With the exception of the recent developments in the RIM schools, there has not been any district-wide systematic effort to coordinate testing, evaluation and curriculum. Because the District has emphasized school-site development of instructional programs, they have been developing a testing and evaluation reporting system that is geared to the needs of each individual school. This system is consistent with the district's long-held belief in local school-site autonomy. Limited presently to its consolidated application* schools, the process can be described as follows: Each consolidated-application school's CTBS scores were presented to each school's principal and staff along with the school's mobility index, monority percent, and school enrollment figures. Based on these data, the school staff, with the assistance of an Evaluation Services Office evaluator, determines a set of objectives and activities for the coming year. These form the core of the school's annual improvement plan. Evaluation Services Office staff analyze test results each year, in terms of the individual school's stated goals and prepares a school-specific report for use by the school staff. According to teachers, the district's testing and evaluation program's impact on classroom teaching practices seems to be quite minimal. The tests that seem to have the greatest impact on classroom teaching are the district proficiency testing program (CRT's) especially those used in conjunction with the state-mandated proficiency testing program. Interestingly, the criterion-referenced testing programs are isolated from the Evaluation Services Office which has virtually no role in the development and assessment of the district's CRT's or the proficiency testing program. CRT's are considered part of the District's curriculum program, and the curriculum staff develops, administers, and interprets the CRT's. A member of the Evaluation Services staff sits on the CRT committee but reportedly has little influence.

Non-Achievement Data Collection and Use

The district collects school demographic data, such as total school enrollment, percent of minority enrollment and mobility index.

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* The state has developed a common form (Consolidated Application form) so that districts can provide basic demographic data once while applying for several state and federally funded programs.

This type of information is given to schools to be used in their annual improvement plan. The information is also included in a school-specific report prepared by the Evaluation Services Office.

As part of internally evaluated programs and other research studies, the Evaluation Services Office collects various non-achievement information. For example, in the evaluation of the Mentally Gifted Program (MGM), data were gathered, using questionnaires, from teachers, parents, and students to assess atttudes relative to the MGM program. Items in these questionnaires were reported according to the following clusters: relevant enrichment activities, academic growth, leadership roles, problem solving skills, and peer relationships.

Instructional program evaluations, such as oral communication, achievement goals program, and English language, include survey results of teacher perceptions regarding of the program, district organization of the program, effectiveness of inservice, appropriateness of program goals, and implementation of the program at the site.

Special research studies have also provided a mechanism to collect non-achievement data. A study of teacher work load, for example, was designed to assess the effects of specially funded programs and mandates on student achievement, teacher and administrator time and energy. Structured interviews and questionnaires were used with samples of site principals, resource persons, evaluators and teachers.

Northtown District has also collected extensive information on the implementation of school integration. These studies included the use of the following instruments for data collection: a school integration evaluation checklist to assess implementation issues at specific school sites, a race/human relations evaluation survey administered to students and staff, and a 40-item survey of school climate that assessed attitudes toward the instructional program, school-community relations, discipline, exposure to a diversity of cultures, equity of instructional materials, staff and student school cooperation and communication.

OLDVILLE

Background Information

Demographics

The Oldville Unified School District, serving a coastal population of approximately 125,000, came into existence in 1965. Prior to that the community was served by a high school district and two elementary school districts. The community is generally populated by families in the middle to upper income, although during the 1981-82 school year, five schools qualified for ESEA Title I funding due to the number of children in attendance coming from low income families. The percentage of minority students enrolled in the school district in 1982 was 14 percent with the bulk of these being Hispanic (8%), and Southeast Asian (5%). Approximately 10% of the children living within district boundaries attended private schools. Enrollment reached a peak of 26,000 students in 1970 and then began declining at the rate of approximately 1,000 students per year. The primary reason for this decline has been the high cost of housing. By June, 1982, the school district had closed 12 schools leaving a total of 26 sites: seventeen K-6 elementary schools, four 7/8th grade intermediate schools, four high schools and one continuation/alternative high school.

Due to a decline in state support for education and district enrollment, the operating budget has declined over 10% in the past few years to approximately a million dollars in the 1981-82 school year. The district, however, ranks in the top 5% in the state -- 85% of the students graduating from the district go on to some form of higher education. There tends to be low turnover in the staff due to good working and living conditions. Beginning with the middle 70's however, layoffs began and are continuing. The administrator/teacher ratio is on the low side -- approximately 6 adminstrators per 100 teachers.

Formal Data Collection and Dissemination

Oldville School district administers a competency-based assessment system and a graduation proficiency testing program. In addition, the District participates in a norm-referenced State Assessment Program. The Oldville District also uses enrollment information and other non-achievement data to inform decision making.

Achievement Data Collection and Use

The competency-based education (CBE) system that presently exists in the district has developed over the past 15 years. A Statement of Educational Principles (SEP) was formally adopted in June, 1970. The district developed instructional objectives and test items in 12 skill areas, including the basic skills, social studies, science, speaking, listening and fine arts. These instructional objectives form the district's continuum. All of the minimal skills monitored on a regular, mandated basis are related to the basic skills with testing in grades 3, 5, and 8-12. This individualized assessment program is called Student Progress Monitoring (SPM). The CBE system enables teachers and/or schools to select any skill in the district's skill bank, test students on that skill and receive computer-produced score reports.

Results of the district's competency-based assessment program are used to report district, school, classroom, and student level achievement; to report trends in achievement; to guide district curriculum and instruction programs; and to individualize instruction. Results are available for individual students and management summary reports are available at the classroom or school level. A specialized report form has been developed at grades 3, 5, and 8-12 for reporting results of the district's minimal basic skills requirements. One aspect of this specialized form is a data mailer that can be use to mail the results directly to the student's home. SPM started out as an optional testing program that teachers were encouraged to use. In 1978, SPM and the newly developed Minimum Graduation Proficiency Testing Program, became the main assessment tools of the District's competency-based education program.

With the impetus of state-mandated minimum graduation proficiencies, the District began a project to identify skills in the SEP universe that could be required for graduation. By April, 1978, the Board of Education had adopted 60 required minimal proficiencies in three areas specified by the state legislation -- reading, composition, and math. The Board adopted a mastery level of 100% -- each of the 60 competencies must be mastered in order for a student to graduate. A student must answer correctly 2/3's of the items for a particular objective in order to "master" that objective. Once a student had passed a particular competency, he/she would be considered to have achieved mastery for graduation and would not asked to repeat or maintain mastery on that skill during future re-tests in that subject area. Students are assessed on the minimum graduation proficiencies in the 8th 9th, 10th, and 11th grades using large scale test administrations with computerized scoring. Students also had the opportunity to test in summer school and during the 12th grade in District testing centers using handscored mini-test procedures. Beginning in 1982, a program of minimum competency testing was also mandated in grades 1-6.

Non-Achievement Data Collection and Use

Enrollment information by school and grade level, enrollment projections, intra-district transfer projections and status of student enrollment at the end of the first school month are collected by Oldville Unified School District. This information is used by school and district staff in making planning decisions. The Student Prediction Office of the Division of Research and Student Services prepares long-range enrollment predictions through a combination of manual and computer operations using information from a variety of sources. These sources include current enrollment data, historical enrollment information, potential new enrollment from new housing construction planned and/or in progress, private school enrollment trend data, census data, and the like. These data, gathered from and submitted by other district operating units as well as a variety of public and private agencies, are compiled and analyzed by the Student Prediction office on an on-going basis for use during the prediction and planning process. The objective of this process is to predict the student enrollment on the last day of the first school month for five years beyond the current school year. The prediction enrollment figures for each of the five years beyond the current year are distributed by grade level within each school; this distribution serves as the base prediction for each of these years. A refined prediction for the first year beyond the present year is developed by adjusting the grade level distributions to reflect intra-district transfers between schools; this distribution serves as the adjusted prediction for the first year beyond the present year. The adjusted prediction is used for planning purposes such as resource allocation and staffing at the individual school level and for budget development purposes at the District level.

Additional non-achievement information is collected by the District's Development Lab. Each year they conduct a Graduate Follow-up Study that is useful to the District staff and to the high school accreditation process. The study is designed to a) analyze what the schools have contributed to students' capacities to function in their subsequent academic, social, and vocational environments; b) assist staff and students to determine the relevance of curricular and extra-curricular activities as perceived by these students, and c) determine if the schools are meeting the district's educational objectives.

The study samples a random selection from each high school's graduating class (varies from 45% - 52%). One year after high school graduation, the selected students receive a questionnaire containing approximately 49 questions. The questionnaire assesses respondents' current educational status and current employment status, and their perception of the contribution their high school training made to these activities. The questionnaire also includes items regarding respondents' evaluation of high school instruction, counseling services, high school course content and teachers.

CRESCENT CITY

Background Information

Demographics

Crescent City is a large school district with an enrollment over 80,000 pupils, that shares many characteristics with other comparably-sized districts. For example, it has a steadily growing minority population, currently enrolling 5% Black, 5% Hispanic, 2% Asian and 1% American Indian. The District has implemented a court-ordered desegration plan.

The District is facing an increasingly tight financial situation. In the 1960's, the state's share of the District budget was 40% and in 1981 it was 60%. School board members and District administrators were pessimistic about the ability of the District to balance its budget in the near future without severe cuts. The district ranks near the bottom nationally in terms of class size (large classes) and in per pupil expenditure (low). Crescent City has a higher cost of living index than the average urban city, and teacher and administrative salaries continue to slip behind the inflation rate.

While Crescent City shares several characteristics with its urban counterparts, i.e., growing racial minorities, declining financial resources, large classes, low per-pupil expenditures, and growing teacher unrest, it has several unique characteristics. Its pupil population has grown steadily, with the district adding 17,000 pupils since 1970, necessitating the building of several new schools per year and hiring large numbers of teachers. One of the city's major industries and the supporting businesses have considerable employee transiency. Families regularly move in and out of town and among the district's various attendance areas.

Unlike other urban districts, there is no nearby suburban school district that can drain off pupils or teachers for various reasons. There are several private and parochial schools, however, One of the major religions in the city provides an after-school education program rather than operating its own school system.

Overview of District Functions

Six Associate Superintendents report directly to the Superintendent: Personnel Services, Business and Finance, School Facilities, Elementary Instruction, Secondary Instruction, and Administration and Special Student Services (which includes the Department of Research and Development). There is no separate department of curriculum or instruction that independently services the entire district. Instead the curriculum department has been folded into the divisions administered by the Associate Superintendents for Elementary instruction and Secondary Instruction. The curriculum specialists and supervisors report to the top line administrators who, in turn, administer the elementary and secondary schools.

Another relevant administrative-structural component are the Directors, who report directly to the Associate Superintendents for Elementary and Secondary Instruction. Each director is responsible for a set of geographically determined schools. They are the administrative and supervisory extensions of the Assciate Superintendent and they play a critical role in the District's instructional management program. In addition to a Superintendent's cabinet, which consists of the Superintendent and Associate Superintendents, there is an infrastructure of committees, including a principals' advisory committee and various curriculum advisory committees.

Formal Data Collection and Dissemination

The Crescent City evaluation efforts are shared between staff who initiate or oversee evaluations and staff who actually perform evaluations. Several people are responsible for initiating or overseeing evaluations: Elementary, Junior and Senior High Directors is responsible for the evaluation of programs; the Director of Federal Programs is responsibile for externally mandated evaluation requirements, the Director of the Department of Research and Development is responsible for responding to requests from other administrators for evaluation information; and the Director of Special Education has specific externally-mandated evaluation requirements.

The second group of people associated with evaluation are those who actually perform evaluations. These staff are typically in the Research and Development Department. While the district appears to be using testing and evaluation more, the size of the department staff has declined in the past few years.

The district conducts three types of evaluations: the evaluation of discretely identifiable programs, such as Title IVC, Title I and Indian Education; the gathering of information to assist in specific policy decisions; and using testing information to inform decisions regarding curricular emphases and methodologies (this type of evaluation is not written up formally).

Achievement Data Collection and Use

The Research and Development Department administers the testing program in Crescent City. The district uses both criterion-referenced tests (CRT's) and norm-referenced tests (NRT's). The district administers the following norm-referenced tests: the Otis-Lennon School Ability test in grades 2 and 5 for baseline data; the Stanford Achievement Test in grades 3 & 6 for minimal proficiency statistics; The California Achievemet Test in grades 8 & 11 as a performance indicator; and the Otis Lennon Mental Ability Test in grades 8 & 11 for baseline data.

The district generates the following information from data, district and school stanine frequency distributions, raw score and percentile frequency distributions, statistical summaries of district by sub-test, sex, and quartile, individual score list and item analysis. Uses of norm-referenced test data include: communicating to the community at large, the Board, and parents, regarding student achievement; examining the effects of district-wide instructional programs on policies (e.g., low NRT scores were a major reason for the initial development and implementation of the current instructional management system); and developing individual student's "index score", composite of several factors including achievement scores that are used to place students in certain tracks.

The district administers the following criterion-referenced tests: Math and Reading-Elementary Level in grades 2-6 to provide teacher diagnosis of student progress; Math and Reading (optional)-Junior High Level; optional computer-Assisted Test Construction (criterion-referenced items at junior and senior high levels in the subject areas of English, General Math, U. S. History and Algebra); and a State Proficiency Test give to all students in grades 9 and 11 in writing, reading and math.

The district requires a fall and spring administration of an "appropriate" level CRT for elementary math and reading and for junior high math. The district generates the following information from CRT's: district and school comparative data, frequency distribution by class, item analysis (summary and concept), student scores list and an item analysis by student. State proficiency test data also provides reports on State/District/School Comparisons, Student Profiles, Parent Notification, and Transfer Listings.

CRT's are used as an integral part of complete classroom management system. Class instruction groups and remedial class placement decisions are based on student mastery of district or state specified objectives. Depending on the placement needs of students, CRT scores influence the number and kinds of classes offered in junior and senior school levels. Minimal competency scores are also used for communicating how the districts' students are doing to the community, the Board, and parents. CRT scores pinpoint strengths and weaknesses in district or school level programs, and according to the central office staff, are a way of encouraging teachers to pay attention to the district continuum.

The Research and Development Department compares CRT scores to NRT scores to analyze course leveling or difficulty at each grade level. Principals usually look at teacher use of the CRT instructional management system as a part of the District teacher evaluation system.

Non-Achievement Data Collection and Use

At the heart of the district's instructional management program is acceptance of the idea that there is a technology of teaching and that certain conditions or practices will result in better pupil achievement. The desirable conditions and practices have been distilled into what are known as Elements of Quality--criteria against which a school and the instructional program can be judged.

The Elements rest on three assumptions and contain eleven applications. They are as follows:

Assumption 1. Goals and objectives need to be clearly written and communicated.

Application:
A. Statement of educational principles
B. Elements of Quality
C. Course of study and curriculum guides
D. Special priority objectives (HPO's)

Assumption 2. Means must be provided and used to assess the degree to which objectives are attained.

Application:
A. Testing program
B. Checklists of observable criteria
C. Opinion surveys
D. Management audits (internal and external)

Assumption 3. All assessment should culminate in program improvement decisions.

Application:
A. Implied action statements in assessment reports
B. Priority plans for improvement
C. Evaluation based on results

The program revolves around a series of district-developed tools--e.g., assessing pupil progress, assigning pupils to instructional groups, altering instructional methds. Teachers are to be able to demonstrate to supervisors that they are indeed using these tests in the prescribed manner. Teachers, through in-service training programs and principal assistance, are also expected to be acquainted with various instructional methods, and to be able to demonstrate that they can use them appropriately.

The uniqueness of this system is its attention to enforcing the use of the Elements of Quality. While teachers can teach beyond the district continuum (after covering the required material) and use various instructional approaches (if appropriate), they do not have the freedom to "do what they think is best" if it violates the spirit of the Elements.

Crescent City has implemented a management system to provide for needs assessment, prioritizing objectives and plans, and for monitoring and evaluation of results. The District Directors, Principals and their staff are involved in a structured assessment, priority setting, planning, evaluating and reporting process for improving performance results in relation to the extablished criteria.

As part of this management system, information is collected via surveys, questionnaires, logs, checklists, observations and report forms. This non-achievement data collection includes:

.School Administrator Performance Evaluation Report

.Criteria for the Assessment of Instruction Checklist

.Principal's Supervisory Log

.Plan to Achieve a high Priority Objective (HPO)

.Principal's Observation Sheet

.Teacher - School Profile

.Report of Teacher Personnel Records Audit

.Parent - Teacher Conference Report

.Annual School Assessment Report

.Parent Opinion Survey

.Teacher Opinion Survey

Principals regularly receive extensive in-service training in clinical supervision; they are thoroughly informed about the district's instructional continuum and they are charged to oversee the implementation of the Elements of Quality in their schools. Each is expected to spend a minimum of 40 percent of his or her time in classrooms supervising teachers and assuring that the Elements of Quality are being adhered to.

The Principals are, in turn, accountable to the Directors who periodically visit their schools. Part of the Director's responsibility is to see to it that the principal is adhering to the Elements of Quality. Teachers are evaluated on their adherence to the dictates of the Elements of Quality and so are principals. Teachers, tenured and probationary, are reviewed by the principals and principals are reviewed by Directors.

Each year principals are rated, on a confidential questionnaire, by pupils, parents and teachers. These ratings, coupled with the Directors's observation, form the basis for principal ratings. Teachers and principals who cannot perform to the Elements of Quality are provided extensive opportunities to become skilled. Teachers, for example, get multiple ratings and analyses of their teaching from several supervisors and in-service training opportunities are made available by the curriculum spcialists in their division (elementary or secondary). If after several opportunities for improvement they cannot or will not meet the Elements' standards, they are subject to dismissal.

The use of the Elements of Quality can perhaps best be understood by reviewing the annual cycle of how it is used by one elementary division director. Basically, the Director meets with each assignied principal in June for the end-of-the-year conference where they develop the next year's High Priority Objectives (HPO's). The Director assists each principal to establish HPO's for him or herself and the school. The Director also uses teacher questionnaire results to check on the principal's effectiveness in managing the Elements of Quality; Elements 1-5 focus on instructional objectives and Elements 6-10 (6-12 for secondary) focus on managerial objectives.

In addition, the Director uses parent questionnaire results to check on the school's effectiveness. The Parent Opinion Survey has a total of fourteen statements to which parents respond on a five-point Likert-type scale. Statements address opinions regarding the instructional program, school climate, teachers, principals, and school-parent communication. These data are used internally, for the director's and principal's use only, and no normative data across the district is compiled. A teacher opinion survey is used annually to allow individual principals and district administrators to minitor the attitudes and feelings of teachers. The forty-five item teacher opinion survey collects teacher attitudes regarding principals, teacher supervision and measurement of teaching performance, school objectives, school climate, school-community relations, and support services. The opinion surveys are machine scored and school personnel are provided data on printouts keyed to the Elements of Quality.

In September and October, the Director begins formal school visits and confirms the HPO's for each school, each principal, and each teacher in the division. The October through December months are spent in formal and informal monitoring of the instructional program. A mid-year assessment of everyone's progress is made in January and/or February. At this time the Director conducts formal conferences and classroom observations with pre-submitted agendas and feedback procedures. For example, a form is used to document recommendations made to each principal. March and April are spent in more formal and informal monitoring of the instructional program with data collection and verification. The inservice cycle for staff members assigned to the Special Assistance Program (those who received unsatisfactory evaluations) is completed.

Around the end of April, the Director compiles the data for the end-of-year report. The internal audit includes the Director's own self-assessment, teacher-school profiles, assessment of instruction, and the Director's findings, conclusions, and implied action recommendations. The external audit compiles test results, opinionnaire results, division reports (audits), conference summaries, mid-year assessment, notes from school visitation, assessment of employee performance appraisals, and recommendations.

In May the Director analyzes the data and completes the reports. During the end-of-year evaluation, the Director shares the assessment with each principal. Together they relate this to the relevant HPO's, and establish tentative HPO's for the next school year.

BORDERTOWN

Background Information

Demographics

Bordertown is an older industrial city, with a declining population, due primarily to the growth of middle-class suburbs. The 1980 city population was 378,000, the metropolitan area population was 1,350,000 and the population within school district boundaries was 410,000. As the city population has declined, so has the public school enrollment: from 87,500 in 1964-65 to 28,000 in 1980-81. Neighborhoods have a strong tradition of independence and high participation in community organizations.

The district includes 93 geographically-districted schools: 62 elementary, 14 middle or junior high, 8 senior high, and 9 special schools (special education programs enroll 10% of the system's students). The district operates under a system of voluntary integration with an open enrollment plan that allows students to transfer if such a transfer will improve the school's racial balance. Currently about one-fourth of the school age children in the district attend private schools. The racial composition of students is approximately 57% black, 42% white and 1% other. The socioeconomic status of the school district is generally low, with 56% of students qualified for reduced-price lunches.

Because of declining enrollment, the district has had serious financial difficulties, necessitating drastic program and personnel cuts in 1980. In June, 1980, however, voters passed a tax levy which eliminated a projected deficit and a possible state takeover of the school system. The 1981-82 district budget allocation was $129 million; however, the district also received an additional $9 million in federal grant support and an additional $3 million in special state funding.

Overview of District Functions

During the 1970's, Bordertown submitted and received federal funding for proposals to assist special groups of students. Because different units within the central office assumed responsibility for administering the funds for particular subsets of schools or student populations, the availability of these federal dollars strengthened a tendency toward multiple rather than single approaches to organizing district functions and solving problems that face urban districts.

A large Curriculum and Instruction Division includes an Instructional Services section responsible for doing curricular development; a Planning and Development section responsible for program development; a Staff Development section responsible for service-oriented staff development; and two geographic groups, each with a "line" structure consisting of two area directors overseeing and assisting principals who, in turn, oversee and assist teachers.

Program Evaluation and its associated testing and data gathering functions are located in separate, independent divisions, with the Evaluation Director reporting directly to the Superintendent. The Evaluation Branch is currently divided into four sections: Program Evaluation, Testing, School Information, and Communications.

Formal Data Collection and Dissemination

Both the Curriculum and Instruction Division and the Evaluation Branch staffs perform activities and collect information that would be relevant to systemic evaluation. The following description of Bordertown data collection is organized into two sections: Achievement Data Collection and Use and Non-achievement Data Collection and Use.

Achievement Data Collection and Use

The Testing section of the Evaluation Branch is responsible for administering the district-wide norm-referenced tests, including: the California Achievement Test (grades 1-8); the Otis-Lennon Ability Test (grades 3-6); a selection test for 6th graders who want to enter college preparatory school; and the GED test. Testing staff also administer various ESEA instruments, which include some attitude surveys and some aptitude tests. Staff additionally does some testing for the Advance Placement Program. The California Achievement Test has high content validity with the district's new curricular scope and sequence as delineated in the document, the Graded Course of

Study. Test scores are reported by the district using normal-curve equivalents. Area directors, coordinators, and principals are being oriented to these score interpretations by testing staff.

A large part of the Program Evaluation section's efforts in the Evaluation Branch is supplemented by funds from Title I schools. Staff conduct Title I evaluations according to federal guidelines and reports are prepared and submitted to the funding agency. A unique system has developed to effectively use this evaluation information to help individual schools. Local School Evaluators assigned to schools prepare data for local schools' use. This may mean preparing charts or graphs of interest to specific groups. Local school evaluators also help lead teacher meetings to analyze scores to determine what went well and what did not, at the school level. Other group meetings analyze the data focusing on the program level.

Bordertown also uses a criterion-referenced diagnostic testing program. The Bordertown Instructional Management System (BIMS), developed by the Planning and Development Branch of the Curriculum and Instruction Division, was offered to schools on a phase-in basis. After several years of operation, the connections between texts, curriculum and tests are being made. New items are being written to "flow from" the new Graded Course of Study and an effort is being made to corroborate BIMS with newly developed minimum competency items and skills and with the norm-referenced achievement test.

The Planning and Development Branch also developed the district's minimal competency testing system. Tests have been developed at grades 3, 6, and 9.

Non-achievement Data Collection and Use

The district's evaluation staff, developed a school evaluation and management model using system concepts. The Evaluation and Management Information System (EMIS) is endeavoring to identify, analyze, and quantify the relationships between all inputs going into a school and educational outcomes and to determine the combination of contributing factors which will maximize the educational outputs. A major goal of this effort is to provide decision-makers in the Bordertown District with relevant, timely, reliable, and valid information, presented in an easy to read fashion.

The system's primary focus is toward the school as a whole. The data is delineated, gathered, analyzed, and reported using the school as the basic unit of data aggregation. Individual or class information is not provided. More than 800 variables per school have been collected and reported every year. The cagetories of variables include: Pupil (such as attendance, achievement, attitude, delinquency, health); staff (such as attendance, composition, experience, attitude, pupil/teacher ratio); school plant (such as rooms in use, play area per student); costs (per pupil and per school); demographic characteristics (such as parent attitude, mean income, parent income and education); special education (such as membership, promotion, physical achievement); and other survey data from administrators, teachers, students and parents.

Much of the information used to compile the EMIS data bank is collected by other departments. The evaluation staff, however, do originate new data from yearly surveys of student, teacher, parent, and administrator attitudes. In the student survey items are grouped and reported by factors (clusters of variables) such as academic confidence, attitude toward school, self-attitude, and incentives for learning. Teacher attitude items are grouped by staff morale, special education needs, and pupil characteristics. The parent attitude survey reports items under factors of school atmosphere, school program qualtiy, school pupil relations and educational issues. A goal survey, with administrator, parent, teachers and student respondents, reports the percent of top selections from eleven goal statements put to the survey respondents.

Among the major reports which are generated yearly and disseminated to staff and community members are: 1) an exceptional characteristics report in which variables which correlated with student achievement variables were identified; 2) a variable printout in which variables are printed in raw score, percent, direction, district-wide comparison, and normal range for several hundred variables in the SIS data bank; 3) the specific results of the attitude surveys; and 4) a trend report, in which values for selected variables were graphed over the five previous school years.

The information from the EMIS data has proved to be an excellent mechanism for goal setting, problem identification, needs analysis, and product evaluation. Local school needs assessment begins in January of each year. The EMIS reports provide an identificiation of major strengths and weaknesses and a guideline for goal development or needs assessment. Variable printouts provide basic data on the school's inputs and outputs for a review of various alternatives to accompish selected goals. The survey data provides an assessment of student, parent, and staff attitudes as a basis for discussions and determining direction for change. Trend reports highlight patterns and enable staff to better predict what will happen next year. Trend reports also provide a historical background of the school.

The information from the EMIS is often used by the local school evaluators when they go out to work with schools in their "planning for the next school year" capacity. EMIS data are also used to display trends to the public in a variety of District-written publications, as well as to identify District-wide problems needing attention.

The ESEA Title I project also collects non-achievement data. Title I has two objectives involving the feelings and attitudes of pupils. The first states that project pupils "will have as positive attitudes toward themselves as comparable non-project pupils." The second states that project pupils "will have as positive attitudes toward schools as comparable non-project pupils." Each school identified the regular classroom at each grade level which contained the highest proportion of project students. The attitude surveys were administered by testers and by the local school evaluator from the Evaluation Branch. The primary and intermediate grade surveys contained three subgroups of items: attitudes toward self, attitudes toward school and attitudes toward learning.

In 1970, parental involvement became a legal requirement of the ESEA Title I Act. A system-wide parent advisory council, called the District Advisory Council, is involved in the planning, implementation and evaluation of the district's Title I programs. The goal of the parent component of Bordertown's Title I program is to assist in the training of parents as to their role in planning, implementation and evaluation. A parent survey is distributed to parents in the target schools. The survey was organized into three areas: the Title I "Program," "My Child," and the "School Advisory Council." The results of these surveys are used by the advisory councils to highlight need areas and progress toward goals.